

CURRICULUM JOURNAL

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News Paragraphs

STUDY OF AMERICAN-ORIENTAL RELATIONS. Three days before Pearl Harbor the American Council on Education appointed an informal committee of four people (Dorothy Borg of the Institute of Pacific Relations, John Fairbank and Burton Fahs of the Office of the Coordinator of Information, and Howard E. Wilson, chairman, of Harvard University) to investigate the possibilities for increasing and improving the study of Oriental affairs in American schools. International events which have accentuated the importance of American-Oriental relations in recent months, as well as prospects for the emergence of a world order in which East and West must cooperate, have increased the importance to American education of the work on which the committee is engaged.

The present program, which is both exploratory and developmental in nature, is proceeding along three lines. First, a series of conference institutes for teachers, curriculum directors, and specialists in Eastern studies are being held during April and May at Austin, Texas; Los Angeles, California; Chicago, Illinois; Cleveland, Ohio; and Hartford, Connecticut. Out of these conferences a series of specific curriculum projects are expected to develop. Second, a series of pamphlets for teachers and pupils is in preparation. Third, a measure of aid for the development of work in this field will be afforded a group of workshops in education for the coming summer.

Teachers and school officials interested in the increase and improvement of Oriental study as a phase of education for American citizenship, or who can report present practices and promising procedures in this area, are urged to write to the chairman of the committee at the office of the American Council on Education, 744 Jackson Place, Washington, D. C.



INLAND EMPIRE CURRICULUM SOCIETY. The Inland Empire Curriculum Society held its annual spring meeting at Spokane, Washington, on April 7, 8, and 9. The theme of the meeting was "The Education of Free Men in American Democracy." The first session was devoted to "Curriculum Progress in the Northwest in Recent Years," consisting of reports from Washington, Oregon, and Idaho. Edgar M. Draper of the University of Washington was the chairman of this meeting. The second session was devoted to the topic, "Sustaining Our Modern Curricular Trends During the War Emergency," the speaker, W. Virgil Smith, Assistant Superintendent of Seattle Public Schools. The third session was devoted to the topic of "The Responsibilities of School Administrators for Curriculum Development"; the main speakers were W. W. Haggard, President of Western Washington College of Education, and Ernest O. Melby, President of the Montana State University. The fourth session was devoted to the topic, "The Place of Research in Curriculum Develop-

ment," with Lee J. Cronbach of Washington State College as the speaker.

Paul R. Grim, Western Washington College of Education, was general chairman of the meeting and was elected executive secretary of the society for the coming year. Carl E. Aschenbrenner, Lewiston, Idaho, Junior High School, present executive secretary, was elected chairman for the coming year. The executive committee voted to hold the annual fall meeting at the Lewiston State Normal School.



COMMISSION ON COOPERATIVE CURRICULUM PLANNING. Under the chairmanship of John DeBoer of the Chicago Teachers College the National Commission on Cooperative Curriculum Planning met recently in Chicago. The members were in general agreement that the Commission should continue as a coordinating agency among national organizations to achieve economy of effort in providing leadership for teachers in the war emergency. The chairman was empowered to appoint a committee which should assume the following responsibilities: to encourage existing emergency committees within constituent organizations to make recommendations concerning regular and adult education during and following the war crisis, or the appointment of new committees for this purpose; to request such committees to survey and report general educational programs including statements and activities in the respective fields relating to wartime education; to evaluate and coordinate these reports and to send them back to the subject-matter groups with recommendations; to request the subject-matter committees to make

available to the National Commission a list of the contributions of the subject-matter fields to wartime education.



ALABAMA ISSUES SECONDARY SCHOOL BULLETIN. The Alabama State Department of Education has just issued a bulletin entitled *Program of Studies and Guide to the Curriculum for Secondary Schools* which contains chapters devoted to the general point of view, guidance, the basic skills, the management of materials of instruction, the characteristics of adolescents, and other matters of importance in the development of the individual school program. Although the program in this bulletin now becomes the official Course of Study for the Secondary Schools of Alabama, organized study, evaluation, and improvement will continue.



REVISION OF THE SOCIAL STUDIES. Revision of the social studies course in the Stoneham, Massachusetts, elementary schools was carried out recently by committees composed of the classroom teachers of each grade under the supervision of the elementary supervisor. Objectives were formulated for the units of work in each grade and suggestions were made for approach, discussion, and activities in connection with each unit. Each outline included a bibliography of helpful material in history and geography pertinent to the units in the course. All phases of social studies were closely interwoven in each grade to impress the child with the close interrelationship of man and nature. The study of communities in typical regions of the world was developed for study in third grade. The focal point for

organizing the work in fourth grade was our old world beginnings. This served as a prelude to the study of the growth of the American people and nation in the fifth grade. The basic elements of our broad social heritage became the central core in sixth grade. Thus in each grade the committees strove to make history one great, dramatic tale, and not merely a series of disconnected events separated from their geographic setting.



SOCIAL STUDIES RESOURCE UNITS.

From the office of Wilbur F. Murra, Executive Secretary of the National Council for the Social Studies, comes the announcement of the immediate publication of the first five units in the series entitled "Problems in American Life," the titles and authors of which are: (1) *How Our Government Raises and Spends Money—Teaching American Youth How Local, State, and National Governments Finance Their Activities*, by Mabel Newcomer and Edward A. Krug; (2) *American Youth Faces the Future—Responsibilities and Opportunities for Youth in the World of Today and Tomorrow*, by Floyd W. Reeves, Howard M. Bell, and Douglas Ward; (3) *Man and His Machines—Teaching American Youth How Invention Changes the Modern World*, by William Ogburn and Robert Weaver; (4) *Recreation and Morale—Teaching American Youth How to Plan and Use Leisure Time*, by Jesse Steiner and Chester Babcock; and (5) *Democracy versus Dictatorship—Teaching American Youth to Analyze and Understand Two Opposing Ways of Life* by T. V. Smith, Glen R. Negley, and Robert Bush.

Following the subject-matter summary in each Unit bulletin is a guide written by a specially qualified secondary school teacher which includes statements of teaching aims in terms of behavior, suggestions for additional reading, pupil activities and teaching procedures, and a guide to evaluation. The series has been prepared under the direction of a joint committee of the National Association of Secondary-School Principals and the National Council for the Social Studies, consisting of Paul B. Jacobson and Louis Wirth of the University of Chicago and I. James Quillen of Stanford University. Copies of the Resource Units may be secured at thirty cents each (any four for \$1.00) from either the National Association of Secondary-School Principals or the National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington, D. C.



IMPROVEMENT OF SECONDARY EDUCATION IN NEW YORK STATE.

The committee to assist the State Education Department in the study of recommendations for the improvement of secondary education which was appointed by the Board of Regents in October has tentatively formulated its work as follows: (1) to prepare a digest of the recommendations pertaining to policies and programs in secondary education which have been made in recent years by deliberative state and national committees and commissions, (2) to obtain the cooperation of local school authorities in using the digest as a means of learning the extent to which schools in New York State have attained the goals recommended by state and national agencies, (3) to assist the De-

partment in preparing a report on the status of secondary education as revealed by the use of the digest in selected and representative school systems of the state. The program outlined by the committee contemplated the completion of the tentative digest by April 1, its trial use in selected schools during April and May, its revision during the summer, and, if approved, a more extensive use in selected schools during the year 1942-1943.



PRICE LISTS OF TEACHING MATERIALS. From the office of Hugh B. Wood, Professor of Education at the University of Oregon, comes a curriculum bulletin entitled "Price Lists of Inexpensive Teaching Materials," which consists of two kits of publishers' catalogs or price lists. The bulletin is designed to facilitate the collection and purchase of such teaching materials as unit plans, pamphlets, pictures, etc. The lists include items that are chiefly inexpensive, although some relatively costly materials are also listed. In effect, this bulletin makes available a considerable collection of catalogs and price lists for which the individual would have to write to a good many publishers. The bulletin may be secured for twenty-five cents by writing to the University Cooperative Store, Eugene, Oregon.



IN-SERVICE EDUCATION OF SCIENCE TEACHERS. The Bureau of Educational Research in Science of Teachers College, Columbia University, is working with the aid of the General Education Board in furthering the in-service education of teachers. It is cooperating with selected teachers trained in sci-

ence and with the schools in which they are working. During the summer of 1942, as in previous summers, cooperating teachers, research associates, and special consultants will meet at Teachers College in a curriculum workshop to work on problems of the teaching of science. Growing out of the mature consideration of the problems people face is the preparation under bureau auspices of three kinds of publications: source materials for teachers who wish to improve their own education in functional areas of living; suggestions for teaching selected materials from such areas; and reading materials for high school students. The Bureau of Publications of Teachers College is publishing the source materials and the suggestions for teaching under the series title "Science in Modern Living." Seven volumes of the series have appeared to date; another is in press; and others are being used in mimeographed form before printing. Five pamphlets for high school students are also in preliminary form and are at present being tried out in a number of schools.



AGRICULTURAL EDUCATION FOR COMMUNITY NEEDS. Six Illinois communities having departments of vocational agriculture have joined the Department of Agricultural Education of the University of Illinois in a five-year project for the planning of community programs of agricultural education and of evaluating the outcomes of these programs. A representative of the University will visit each community about four times a year to advise with the local officials. Each community will set up a general advisory council for agricultural education. E. W. Rowley, teacher of

vocational agriculture at Chicago Heights, will assist with the evaluation phases of the study and will have the counsel of Ralph W. Tyler of the University of Chicago. The project as outlined will include the following phases: (1) determining the most important needs for agricultural education in each community; (2) setting up possible objectives of agricultural education in each community; (3) planning a program intended to realize the objective; (4) evaluating progress in terms of the objectives; and (5) working out relationships between the school program and other agencies.

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CURRICULUM LABORATORY PLANS DEFENSE TRAINING. When the Training Division of the Baltimore Committee on Civilian Defense was called upon to assume the task of training those men and women who had volunteered for certain branches of civilian defense, responsibility for the organization of subject matter was placed with a course of study committee who enlisted the services of a curriculum laboratory already in existence. Using a variety of existing sources, the working group prepared a series of outlines of subject matter to be used by teachers of seven thousand air raid warden volunteers. The laboratory group also prepared a workbook for civilian defense classes including: an outline of the subject matter under each topic of study; the value of this information to civilian defense; a series of factual questions referring to the information in the handbooks which each student received; a series of thought-provoking problems that any civilian defense volunteer might meet; and a number

of activities that could be begun when the volunteer had actually been assigned to active duty. The curriculum workers also plan to develop instructional material dealing with civilian defense that might be used with children in the schools.

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DEFENSE DIGESTS. The Office of the Los Angeles County Superintendent of Schools is attempting to provide some of the necessary information important to young people in the present crisis. The first of a series of publications entitled *Defense Digests* dealt with aviation. *Cavalry on Wheels*, the second in this series, illustrates how our war effort is being speeded up, enlarged, and intensified. It covers the preparation and historical background of the wheeled portion of our armed forces. Forthcoming *Digests* will present other phases of our war activities. The *Defense Digests* are used for reference or basic class materials in junior and senior high school social studies classes as well as with public speaking and oral English groups. Copies may be obtained at the Office of the County Superintendent of Schools, Division of Secondary Education, 240 South Broadway, Los Angeles. The mailing charge is ten cents.

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CONSUMER EDUCATION PROJECT. Francis L. Bacon, representing the National Association of Secondary School Principals, recently announced the establishment of a project, the purpose of which is to develop materials in consumer economics for the secondary school. It is described as a venture involving the cooperation of the National Better Business Bureau which,

presumably, will contribute the funds needed in carrying out this enterprise. The plans developed thus far are highly tentative. Mr. Bacon states: "One of our purposes, no doubt, will be to find a way to discourage business from sending pure sales promotion into the schools as education. . . . There is much in the reservoirs of business information which is desirable and needed in schools that is not obtainable in textbooks. Some way should be found to make the best educational use of this material. In this respect, too, our association should discover effective methods of interpretation and of evaluation. . . . There should come a service of bibliography, of research, of curriculum organization for integrated as well as for distinct courses in the field of consumer economics."



AUDIO-VISUAL CONFERENCE IN GARY. Zone III (Indiana, Ohio, Michigan, Kentucky, and West Virginia) of the Department of Visual Instruction of the National Education Association held its spring meeting in Gary on April 23, 24, and 25 in cooperation with the Gary public schools and Indiana University. The program was organized around five demonstration centers in the Gary public schools, which have been set up to give Gary teachers, supervisors, and administrators guidance in planning a more effective city-wide audio-visual program. Teachers and administrators attending the zonal meeting were given an opportunity to observe the actual use of school trips, museum materials, pictorial materials, and radio transcriptions in instruction. The demonstration centers were organized by a local committee under the direc-

tion of L. C. Larson, consultant in audio-visual education, Extension Division, Indiana University.



CONSUMER INFORMATION CENTER AT BENNETT COLLEGE. Students at Bennett College, Greensboro, North Carolina, have instituted a new service for consumers in the publication for free distribution of a weekly bulletin containing helpful buying hints and other useful advice about spending money wisely. Prepared especially for families of low incomes, the bulletin is the official publication of the Consumer Information Center recently established on the Bennett campus. Exclusively a student undertaking, the bulletin utilizes as source material the "Consumer in Defense" radio programs broadcast each week by the Bennett class in consumer education. It is written, edited, mimeographed, and mailed entirely by students who are compiling an increasingly large mailing list of organizations and schools, as well as individual families, which seek this information.



BRIEF ITEMS. A recent announcement from Stephens College states that W. W. Charters will assume full-time residence in Columbia to continue at close range his work as Director of Educational Research. Doctor Charters has given a few weeks each year to the direction of research at Stephens College for a number of years. * * * Edgar Dale of Ohio State University is serving as educational consultant to the Office of the Coordinator of Government Films on a temporary appointment.

Curriculum Development in Local School Systems

ARNOLD, PENNSYLVANIA. A two-level course of study in arithmetic for Grades 1 to 6, based on five essentials, the development of adequate number concepts (a leisurely development of concepts over a period of years, increased emphasis on quantitative thinking, mastery of skills, and measurement of individual and group development) has been evolved by the elementary teachers and principal of the Arnold public schools, with the assistance of Dr. R. V. Young, consultant from the University of Pittsburgh.

The course is in four sections: the A-level course for Grades 1, 2, and 3, the B-level course for Grades 1, 2, and 3, the A-level course for Grades 4, 5, and 6, and the B-level course for Grades 4, 5, and 6. The two levels are independent of each other, diverging more widely with each grade. The B-level course includes minimum essentials through common fractions especially organized to meet the needs of slow-learning pupils. The A-level course includes more detailed treatment of a wider variety of material.

Objectives for each grade have been outlined. In developing material to meet these objectives, Grades 1 and 2 have set up standards for evaluating number activities, number games, and number seatwork, and have provided suggestive units correlating all types of subject matter, but emphasizing number values. Grades 3 to 6 have developed a series of problems

for the work period, with text references, and tests for diagnostic purposes. In general, classifications of pupils to A or B levels are made on the basis of achievement and mental tests, checked by classroom performance, with adjustments from B to A-level possible through special-help classes. H. L. Holste, Superintendent.



ATCHISON, KANSAS. Our greatest progress has been in the field of work experience. Last year we put into operation a cooperative part-time work program. The previous spring a group of representative men of the town were called together and the whole problem of youth employment was discussed. From this group an advisory committee was formed. Next a survey was made of the job opportunities of the city. Finally, in the second semester those non-college seniors interested in the work program were placed. They worked from one to three; received no pay, but received full credit in vocations. Each student was on a particular job for six weeks and then transferred to another. During the semester each student received three different work experiences. Last year thirty students took part in this program, eight receiving permanent employment as a direct result of this training. This semester we are continuing the program with thirty-four students receiving this training.

We have organized a remedial reading class, and for the past two years have been concentrating our attention on the reading difficulties of pupils. We also have a new course this year in aviation; a course in Spanish, and are working on a course in Latin-American relationships for the coming year. G. L. Cleland, Principal.



BISMARCK, NORTH DAKOTA. The entire program of the Bismarck High School was evaluated last year by a faculty committee using the evaluative criteria of the Cooperative Study of Secondary School Standards. This resulted in some very definite recommendations, some of which have already been implemented to some extent.

First of all an attempt has been made to emphasize the interrelationship of subject-matter fields and their relation to life situations. In the past our school has treated the subject-matter fields as separate entities. We are also making an attempt to make our teachers feel that they are teaching pupils rather than subjects. Our curriculum is also being reorganized so that it will more nearly meet the needs of the pupils in our school.

We have also worked out a plan whereby our commercial students work in downtown business houses for approximately two hours a day. They work in the same establishment for six weeks and they do not receive any pay for their work. The work of the pupils is supervised by our commercial teachers. The placements are made by the State Employment Service. The work program is sponsored by our local Kiwanis Club. It is part of their vocational guidance plan.

Next year we expect to begin a class in retailing. This will be a five-hour course which will consist of about two hours of classroom work and eight hours of laboratory. The laboratory work will consist of selling in our retail stores downtown. By means of this program we hope to give our students an opportunity to learn to work under actual conditions. A. C. Van Wyk, Principal.



BOWLING GREEN, KENTUCKY. During the past ten years critical appraisals of courses in the secondary schools have been made at regular appointed times by the teachers, principal, and superintendent. The reports of the different groups were given before the faculty as a whole. This continuous study has brought about many revisions and changes, and has resulted in improved instruction and curriculum building.

Its purpose has been to build a curriculum that will promote individual pupil growth, that will develop whatever talent or ability the student possesses that will help him to make a living, and that will enable him to become a responsible citizen capable of meeting the demands made of him by the society in which he lives. Many courses have been enriched and extended and new ones added, such as vocational training, industrial arts, typing, business training, occupational information, and home room guidance. Films and radio are now used in all courses and activities in our schools.

Now that we are at war new and imperative demands are made of us by our government for the purpose of winning the war and the peace. Our

school is meeting this new demand by following the *War Policy for American Schools* issued by the Educational Policies Commission of the National Education Association. Some of the activities suggested by the commission have been assigned to the regular courses, others are being carried out by new organizations established for this purpose. These new activities are in part an "experiencing curriculum." How many of them will become a part of the schoolwork after the duration of the war depends upon their future usefulness and the demand or need for such activities. Edna M. Hastie, Junior High School.



BRADFORD, PENNSYLVANIA. Curriculum development in Bradford, Pennsylvania, has become established as a continuous process of teacher growth. Long-term plans are evolved upon the philosophy that teachers do their best work when they have a part in planning it. Committees of teachers and principals under the direction of the Superintendent of Schools, Director of Secondary Education or Elementary Supervisor are at work constantly trying to determine the needs in various fields and to provide the necessary steps to satisfy those needs. This has resulted in a forward movement in curriculum development on several fronts.

On the secondary level, revision of the course of study in English from grades seven through twelve is being done by committees of teachers working under the direction of the Director of Secondary Education and the head of the English Department. A remedial reading program has been incorporated in the junior high school. The commercial department of the senior

high school has been entirely revamped, a department head appointed and diversified courses offered, including the operation of business machines. A home economics department and vocational shops, employing a staff of six people, have been established. An industrial arts program has been included in the offerings of the Vitalized General Course in senior high school.

An orientation unit developed through the guidance and social science departments for tenth-grade pupils has been of great practical value to the senior high school. A similar course is in process for seventh grade. A course of study in combined science and health has been constructed by committees of teachers of junior high school for grades seven, eight, and nine. This committee work has necessitated much reading, study, and analysis by teachers of the current practices and materials. Visits to other systems, summer school study, and workshops have also contributed to improvement of the curriculum work. Stella H. Sprague, Director of Secondary Education.



FREMONT, OHIO. Recommendations for changes in the curriculum of the Fremont elementary schools are made by committees of teachers appointed by the superintendent. These committees meet separately and jointly and present desirable changes to the principals and superintendent. When textbooks are to be studied with a view to adoption, reliable book companies are notified and salesmen allowed to present their materials before the committees. The teachers decide what they want and set up standards to be met.

Three years ago the Reading Committee set about to study the local reading program and the need for changes in method and materials. After a winter of intensive study and discussion, the committee recommended the adoption of a basal series from the first grade through the sixth. Time has justified this change. Definite preventive and remedial measures are an integral part of our reading program. This committee is also responsible for supplementary materials and library books.

During the past year the History and Geography Committees studied available texts in their individual areas as well as the social science field. The result was the recommendation of a fused course for the fourth, fifth, and sixth grades which went into effect in September. At this time an elementary science course was also adopted which embraces the natural sciences and a health program.

Visual education, through carefully-selected films, slides, pictures, exhibits, and excursions, is included in the school activities. Participation in community projects is encouraged. Teachers are encouraged to study new methods and sources of materials and to use their classrooms as laboratories in which both pupils and teachers experience the joys of cooperative thinking and production. Alice Greiner, Principal of Otis School.



COATESVILLE, PENNSYLVANIA. The Gordon Junior High School is conducting an experiment whereby retarded pupils in grades seven and eight have to meet fewer teachers. The non-departmental group remains half of the school day in one room where they have an integrated program from

which learning emerges in language, reading, spelling, social studies, and health. This program is conducted around a major learning unit on an activity basis. The unit running throughout the term of 1941-42 is "War Fronts." The remainder of the day pupils are scheduled in mathematics and in a variety of special interest classes, including music, art, industrial arts, cooking, and sewing.

The major changes in the curriculum of the Scott Senior High School during the past school year have been in the field of business education. Realizing that only a small percentage of pupils who graduate from the commercial course will secure positions as secretaries, the school administration has provided outlets other than secretarial for commercial students. Four different commercial curricula have been set up—secretarial, general clerical, retailing, and accounting. Core subjects in all curricula are commercial arithmetic, commercial geography, typing, English, and social studies. In addition, commercial students in each curriculum have a special course fitting them for their particular destination in the business world.

A feature of the general clerical curriculum is a course in business machines. The retailing selling work in the senior year is on a cooperative basis, with the students spending half of their time on the job acquiring actual experience in retailing. A special effort is made to place only those pupils who are able to profit by short-hand in the secretarial course. A try-out course has been set up in the tenth grade to determine the type of commercial work to which each student is fitted. H. R. Vanderslice, Superintendent.

BRISTOL, PENNSYLVANIA. Our curriculum was failing in the development of mastery of the fundamental tools necessary to carry on life intelligently and pleasantly. Reading standards were low. The high school teachers frequently complained that the students could not read. An investigation was made in grade one. The material was found too difficult. Children were not well prepared for second grade. This lowered the reading level in grade three.

A modern reading system was selected for grades one, two, and three. This complete reading program included reading readiness, appropriate readers, and workbooks. Every possible opportunity was made to use phonics. Attractive supplementary readers were supplied. Classroom libraries were organized. Children were encouraged to read in leisure time, reporting on books not read during the directed period. Manuscript writing was introduced as an aid to reading. Choral speaking was found helpful in ear training and speech. Special emphasis was given to developing word power in grade two. A short time was given to systematic speech training in grade three. Children were trained to watch for bulletin board notices for daily information and working directions. Trips were taken, resulting in class chart stories. Objects were labeled and read in the room. All possible opportunities for reading were used. At the end of a three-year period our standardized test results were steadily climbing. There was a disappointing decline in reading results in the middle grades. Grade meetings were held, discussing the necessity of teaching reading; what reading skills should be developed and how. Modern professional books

were discussed and methods tried in the classroom. Reports were given on the results. Finally a decision was made to adopt the same basic reading system being used in the primary grades. The use of the workbooks was to be included. We are still concentrating our efforts on reading and are looking forward to improvement in our test results this year. Elva C. Cruse, Elementary Supervisor.



MONTGOMERY COUNTY, VIRGINIA. For several years Montgomery County has been trying to make school an opportunity for functional experiencing of children. Through book rental fees, special education funds from the State Department, and commodities from the federal government, teachers have been able to secure greater varieties of books and more types of instructional materials.

Progress has been made in nutrition. Thirty-two elementary and two high schools, from a total of forty-five in the county, now serve a partial or full hot lunch every day. Twenty-five or more serve all children. About half of the schools have Work Projects Administration supervisors in the kitchen; in the others, teachers guide the children in doing most of the work.

The following is an account of the procedure in a three-room school. Last year the teacher, adult helper, and children planned ways for the children to select menus and do much of the lunchroom work. Every child had his weekly turn of cooking, serving, and washing and scalding all dishes and utensils. Each week a committee of children checked the food in the kitchen. Other committees went to the two stores in the community to

check food there. A different child each week kept account of the money and food brought from home, groceries bought, and children fed. To supplement the governmental commodities, each child in school brought twenty cents in money and twenty cents worth of food per month. Any food products from the farms were accepted. The children studied foods to find out which ones contained vitamins and other nutritive elements. Four committees planned a series of menus. From these the entire group selected those used the first week. After that each committee planned in weekly succession. The children of the lower grades have worked as well as eaten. Many children helped preserve and can foods sent from home. The youngest, for weeks, had a daily habit of drying strings of freshly cut apples.

This illustration shows the trend throughout the county. In one high school the secondary students alternate with the older elementary ones in planning and working in the lunchroom. Meals are being served in the classrooms until the log home economics cottage is completed by the parents and larger boys. In another high school the home economics teacher takes the girls from an elementary room, four at a time each week for four weeks, helps train them for lunchroom work, and assists them with selecting goods and making their own clothes. Blanche Penny, Supervisor of Elementary Schools.



PEEKSKILL, NEW YORK. The Peekskill elementary schools in 1940 developed courses of study in English, health and safety, and social studies. In 1941 a course of study was devel-

oped in reading. The work was carried on by committees of teachers, each committee representing all schools and all the grades. The Director of Elementary Education and the Superintendent of Schools were ex officio members of all committees. An effort was made to have these courses of study complete enough to suggest specific procedures, but flexible enough to allow teachers some freedom in organizing their work. The program thus outlined is now in effect, and it is hoped that revisions will be made within a year or two on the basis of the experience gained in trying out the procedure in the classrooms.

In the junior high school certain revisions have been made in the English curriculum to more adequately meet the needs of the gifted students. An important part of this revision has provided for the publishing of two school newspapers as a regular part of the English work. In another area of enrichment the student leaders of the school are scheduled together in a combination English-social studies-student government class which meets for two periods a day under the sponsorship of the Director of Student Activities.

Another important revision in the curriculum in the junior high school has been the formation of three general occupations classes for boys and girls. These classes are designed to meet the needs of the slow-to-learn pupils; those who cannot learn very well from books. The activities are designed to meet home and community problems. The course includes woodworking, automobile washing and polishing, gardening, toy repair, etc., for boys; and for girls, beauty culture, sewing, simple cooking, cleaning, taking care of an infant, etc. The course of study

also includes some handicraft work and general art.

In the senior high school no important revisions of the curriculum have taken place during the present school year. However, there have been some minor revisions in the general course which have provided enrichment of present offerings. J. E. Scott, Superintendent.



OKMULGEE, OKLAHOMA. In view of the increased demand for more trained people in the distributive vocations, we introduced the distributive education course in high school for seniors and juniors. The English course in high school has added a grammar class for freshmen and sophomores who need it, and six weeks of grammar are now part of each semester's work in the seventh grade. Reading is also a regular part of the seventh-grade curriculum. Time spent on oral English has been increased.

The high school librarian gives instruction in the use of books and libraries to seventh-grade classes, each class meeting once a week throughout the year. Similar instruction is given to the guidance classes which meet daily for three weeks. In social studies Latin-American history has been added to the high school curriculum this year. Seventh-grade civics and eighth-grade history have been reversed. A class in guidance for eighth-grade boys and a class in occupations for ninth-grade boys are now part of the social studies curriculum.

In the elementary schools a unit of nine weeks on Oklahoma history and geography has replaced part of the time formerly spent on old world background in the sixth grade. The remaining eighteen weeks are spent on a

unit on South America. Current events are studied through the use of *My Weekly Reader*.

Elementary teachers are continuing a study of the curriculum through use of the *Guide to the Study of the Curriculum*, published by the Oklahoma State Department of Education. Winifred Watts, Coordinator of Curriculum Activities.



SHELBYVILLE, INDIANA. The offerings of the Shelbyville High School have been, and are yet, largely in favor of the twenty per cent of our graduating classes that go to college. The other eighty per cent have been forced into curriculums that, to a large degree, were never meant for them. In an effort to correct this condition we are concluding a building program which will permit the addition of other specialized fields of interest.

We shall have a modern setup for drawing, woodwork, and metal shop. Our metal shop is thirty feet by eighty-four feet and will include molding, sheet metal, electricity, welding, and the precision machinery. Our home economics department has been enlarged to include new equipment for laboratory experience in home nursing, first aid, and homemaking. Large, power sewing machines are under consideration for those who wish to learn their operation. Three local industries need trained operators for this type of machine.

The commercial curriculum has been expanded to include a course in office practice. We have recently purchased new equipment for this department. Typical office machines are at the disposal of the students in commerce. W. F. Loper, Superintendent.

A CASE HISTORY IN CURRICULUM DEVELOPMENT

By PAUL W. HARNLY

Principal, Senior High School, Grand Island, Nebraska

THIS ARTICLE attempts to show how a program of rather formal study which at first was largely prescribed by the superintendent of schools grew in scope until many of the meetings centered around vital school problems suggested by the teachers themselves. There is evidence that this carefully-planned program of study, discussion, and cooperative activity has been a stimulating and integrating force, which has resulted in more desirable learning experiences for children.

For many years all of the Grand Island, Nebraska, public school teachers have met six or seven times during the year to discuss problems and movements related to their work. These meetings have been only one aspect of the in-service education of teachers, leading to curriculum revision and general school improvement.

In the beginning the program of meetings for the year was organized around an integrating theme with the superintendent of schools, C. Ray Gates, assuming leadership in selecting the themes for study, preparing the lesson topics, and listing questions for stimulating thought. At these earlier meetings he also presided and to some extent guided the discussion, but later committees of teachers began to assume responsibility for planning the program and working out the details of many meetings. As the teachers studied the needs of children in relation to our changing social and economic situation, committees were appointed to ascertain what changes in practice might be desirable. Reports of these committees at general teachers' meetings, discussions of problems

raised, and planning for further action soon became an indispensable part of what began as a formal program of study.

The integrating theme for the year 1930-1931, *School and American Life*, is a good example of the earlier programs of study outlined by the superintendent of schools. Among the books recommended for professional reading and furnished by the Board of Education were: Chase, *Men and Machines*; The Lynds, *Middletown*; Tugwell, *Industry's Coming of Age*; and Foster and Catching, *The Road to Plenty*. Themes for the three succeeding years were *The School in a Social Democracy*, *The School as a Means of Enlarging Life*, and *Exploring the Times*. Representative books on subsequent reading lists were Rugg, *The American Road to Culture*; Beard and Beard, *The American Leviathan*; Counts, *Dare the School Build a New Social Order?* and Adams, *The Epic of America*.

Everyone remembers the attacks which were made upon the work of the schools during those early years of the depression. Tax leagues, charging that schools were costing too much, demanded lower taxes and there was an appeal from some of the public for a return to the "fundamentals." Salaries were cut and the so-called "fads and frills" were eliminated as economy measures in many communities. Even within the profession there was confusion as teachers tried to reconcile projects, activity movements, child-centered schools, interest, drill, pupil-teacher planning, and the like with

demands of the public for greater mastery of subject matter.

In January of 1934 the National Education Association Committee on Socio-Economic Goals for America made its report. It was natural, therefore, to use this report as the basis of the 1934-1935 meetings under the general theme of *Education for the New America*. The report set forth ten goals, which incorporated characteristics that the committee believed thoughtful Americans desired for themselves and posterity. It considered such questions as the following: Toward what kind of civilization shall the school bend its efforts? How shall we work out on this continent the historic purpose of "life, liberty, and the pursuit of happiness" as the right of every citizen?

The previous years of study and discussion of the problems of a machine age, the desirability of shorter working days, and our inability to use wisely the additional leisure time now resulted in the appointment of two system-wide committees under the chairmanship of classroom teachers to study the implications of these trends for the school. In the spring of 1935, these groups reported with a leisure activities bulletin and one on character education. These reports, which were the basis of discussion in both general teachers' meetings and smaller groups, resulted in some very worthwhile changes in the curriculum.

Because our superintendent of schools was away for advanced study during most of the fall semester of 1936, full responsibility for these meetings fell upon the teaching corps. Consequently, it seemed a good time to experiment with the use of several outside speakers. Grayson N. Kefauver, Dean of School of Edu-

cation, Stanford University, was secured through a cooperative arrangement with the Nebraska Schoolmasters Club. His presentation of the philosophy underlying the new curriculum aroused much discussion at the meeting and stimulated subsequent constructive work by teachers. Another speaker, William Wrinkle of Colorado State College of Education, discussing new ideas in secondary education, challenged and even shocked many of the teachers with his realistic approach to the problems involved.

During the fall of 1936, the principals of the system made a systematic study of the most approved methods of curriculum improvement. They used as a guide an outline of lessons prepared by Thomas L. Hopkins of Columbia University and found the book, *Curriculum Development*, by Caswell and Campbell, a valuable source of information and guidance. This study and discussion by the principals made a valuable background for a subsequent program of curriculum development.

Do not get the idea from the foregoing discussion that only in general teachers' meetings or in principals' meetings was anything being done about these things. Individually, many teachers were trying out new units of work and new approaches to learning situations; in the separate schools there was organized curriculum revision under the leadership of the various principals; and the elementary schools, under their supervisor, were seeking solutions to their many problems. During the year 1936-1937, one department, that of English, held a number of meetings which eventually included representatives from elementary schools, the junior high schools, and the senior high school.

An objective study of leisure activities of pupils and adults in our community was also completed. As a result of all of this, Grand Island boys and girls were experiencing a more meaningful, functional program of education.

In this study, the stimulus of reports of curriculum revision being carried on in other cities and states should not be neglected. We were undoubtedly influenced by discussion in the teachers' meetings of the Virginia Course of Study published in 1934, and of such city revisions as those made in Denver, Long Beach, Fort Worth, Wilmington, and Santa Barbara. These stressed restatements of aims; the writing of platforms, points of view, and educational philosophies; the examination of psychological backgrounds; the listing of major functions of social life; and emphasized the broad areas of learning as contrasted with narrow subject-matter fields. There were also reports of four- and five-year programs of curriculum revision, which stressed reading and exploration, the development of a point of view, experimentation with new ideas, writing course of study guides, and evaluation.

All of these things undoubtedly had some influence on the discussion of the principals at their meeting February 8, 1937. After a frank statement of the whole situation as it existed at that time, they seemed to feel that, although much progress had been made, more could be accomplished by systematic organization, and raised a number of questions quite pertinent to the whole problem. It was decided to pass these on to all of the teachers for discussion at the next general teachers' meeting. The following are direct quotations from the

bulletin prepared as a guide for that meeting:

1. As a result of your thinking and the discussions held this year, what conclusions have you reached in regard to the adequacy of the present curriculum in Grand Island?

2. Upon what philosophy and concept of education, as it is related to the total life of the individual on the one hand and the total life of society on the other, should the curriculum be based?

3. Is there a considerable break in Grand Island between the elementary school and the junior high school, and the junior high school and the senior high school? If so, is this break in content, method, type of organization, or what?

4. Discuss the scope and sequence of the curriculum as it now exists in our system. What changes would you suggest for improving the scope and sequence in Grand Island as they affect the curriculum of the elementary school, the junior high school, and the senior high school?

5. Should an effort be made to remodel our present curriculum, or should we start on an entirely new basis?

There seemed to be general agreement that a system-wide program of curriculum revision should be organized. Partly because of a desire to get together on a basic philosophy or point of view and partly because other cities had found it a serviceable device, a philosophy committee was appointed in the spring of 1937. The personnel included representatives from each building and the supervisor of elementary instruction.

In an attempt to ascertain its own position, the committee raised many questions. Because there was uncer-

tainty concerning the answers to many of these, after each meeting the members returned to their buildings to present these problems to their colleagues. Through this cooperative discussion other questions were raised until the committee had assembled a list of more than 100 questions or problems which became the basis for group discussion at the November, 1937, general teachers' meeting.

The hot spots in this discussion centered around the following topics and questions: teacher planning of work and the teacher function; the problem child; the place of parents in the curriculum; evaluation; democracy and education; experimentation in the school; what is the place of interest? who decides what is to be taught? what is the place of drill?

By March, 1938, the committee had reached a working agreement on most of the issues and a final report was submitted. In so far as it was humanly possible, this was a cooperative report. With the faculty of each building represented on the committee, at least the majority opinion of the group was ascertained. The committee wrote and rewrote the various sections of the report, comparing many tentative statements with the philosophies published from other cities, and sought to provide a point of view which could be followed in everyday classwork and yet leave room for growth.

When the final report was considered at the general teachers' meeting in October, 1938, the questions and discussion still showed some fear regarding the meaning of certain sections. There was a feeling then among some teachers, and it probably still exists in certain quarters, that this philosophy advocated "soft pedagogy"

and required teachers to permit pupils "to do what they want to do when they want to do it." Some teachers were uncertain of their role in pupil-teacher planning; others worried about "interest" or the place of drill. The fact that such problems are still raised leads one to believe that the ideals expressed in this philosophy have not yet been fully attained. When they are, a new committee should be appointed to prepare a new statement of our point of view.

For a year or two previous to this time, we had been hearing more and more concerning a new psychology generally known as Gestalt or organismic. Because few of the teachers had even heard of this new psychology and because many of the principles of curriculum revision discussed in recent educational reports employed this form or system of psychology, arrangements were made with D. A. Worcester of the University of Nebraska to speak on the topic, "Conflicting Psychologies of Learning." He addressed our teachers in October, 1937.

Out of this background of study and discussion have come several other committee reports and evidences of growth. For instance, a guidance committee reported in the spring of 1938. In the elementary schools committees of teachers organized their best practices into a written course of study. This was published in the fall of 1940. During the year 1938-1939, the senior high school faculty prepared for publication a new bulletin for parents and pupils, which was entitled *Planning Your Education*. It included a simple statement of basic philosophy, which emphasized service to the individual pupil, and described changes made in many courses. A similar publication, *Living in the Jun-*

ior High Schools of Grand Island, was prepared cooperatively by the two junior high schools. During the same winter a citizens' committee cooperated with the schools in studying the vocational offering of the senior high school. Its recommendations resulted in the introduction of vocational agriculture, cooperative part-time trade training, and the reorganization of some of the drawing and wood-working courses.

In addition to the use of citizens on some committees and as participants in discussions, two community public relations meetings were held. They were sponsored jointly by the Grand Island Teachers Club and the school administration. A. J. Stoddard, chairman of the Educational Policies Commission and then superintendent of schools in Denver, addressed the first meeting in the spring of 1938. E. O. Melby, then dean of the School of Education, Northwestern University, addressed the second meeting the following fall.

As one reviews this program of some ten years of study, discussion, and co-operative effort, there seems to be evidence of the unfolding of a plan. The work of each of these years seems to fit into a total pattern which seems reasonable and logical. In spite of this,

we know that there was no fixed blueprint prepared in 1930 to chart the program for the next ten years. No one at that time could predict what social, economic, and political changes would take place. And no one could predict the kind of school necessary to meet those changes.

On the other hand, this program seems to embody much of the philosophy written in 1938. The teachers have recognized that changes in social, economic, and political aspects of our life make necessary many adjustments in the school curriculum. For ten years the teachers have tried to get the objective facts regarding these things, and upon the basis of these facts they have tried to decide what should be done. There has been a real effort to use intelligence and rule out personal bias. Nothing has been advocated merely because it was new nor have suggestions been ignored because they conflicted with something old or traditional. Throughout all of the study, discussion, and careful planning, evaluation has been made in terms of what is best for the child. Call it what you will, the project method of Kilpatrick, the problem solving of Dewey, or merely purposeful activity, it seems to be the method of democracy.



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ANNUAL BIBLIOGRAPHY ON CURRICULUM MAKING, 1941¹

By J. MURRAY LEE, State College of Washington, Chairman; HUGH B. WOOD, University of Oregon; and O. I. FREDERICK, Western Michigan College

THIS BIBLIOGRAPHY includes the most important entries dealing with the curriculum of the elementary and secondary schools, according to the judgment of the committee. In addition a preliminary draft was circulated among approximately twenty-five outstanding leaders in the field of curriculum. They were asked to suggest any changes. The final bibliography is a compilation prepared after these suggestions had been received.

The committee has tried to select those references dealing quite directly with curriculum procedures and practice. There was considerable related background material and related methods material with which every student of curriculum can be familiar, but these have been excluded. Problems of college curriculum and teacher education have not been included. General curriculum guidance and pamphlet material published by state departments and laboratories have generally been omitted, for these are difficult to obtain. Much of this material is listed in the Society's list of outstanding courses of study. Certain emphases seem to characterize the publications of 1941. Certain organizations and associations of teachers continue to publish material of an extremely high caliber. Some of the most helpful curriculum material comes from such groups.

Second, after reading a large number of articles, one begins to get the

feeling that curriculum writing might be characterized by that popular song of not long ago, "The Music Goes Round and Round." One idea will be repeated in article after article with little new in it. This last year "work experience" seemed to be on the record.

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¹The authors of this bibliography comprise the Committee on Bibliography of the Society for Curriculum Study. They were assisted by Linn Hutchison, University of Oregon, Curriculum Laboratory; E. Ingles, Pacific University; Georgian Coleman and Betty Davis, State College of Washington.

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A TWELVE-YEAR PROGRAM FOR NORTH CAROLINA PUBLIC SCHOOLS

By J. HENRY HIGHSMITH

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THE GENERAL ASSEMBLY of North Carolina, at the 1941 session, passed a statute providing for "an extension of the public school system to embrace twelve grades," which meant going from an eleven- to a twelve-year system. For the session 1941-42 the sum of \$50,000 was made available for study, research, and experimentation; for 1942-43 an appropriation of \$400,000 was made available. Beginning with the session 1943-44 and thereafter, "the cost of the same (Twelve-Year Program) shall be paid from the appropriation made for the operation of the state eight months' school term." This means that we shall have a state-supported school system of twelve years or grades of eight months each.

Under authority contained in the statute the State Superintendent of Public Instruction, C. A. Erwin, set up an organization to inaugurate the new program. He appointed three committees: (1) an Executive Committee, to handle matters of finance mainly; (2) a Central Curriculum Committee, about eighty-five members, composed of superintendents, principals, teachers, supervisors, representatives of colleges, and members of the State Department of Public Instruction; and (3) the Lay and Professional Committee, representing industry, the professions, and higher education.

The Central Curriculum Committee was divided into seven subcommittees: (1) Language Arts; (2) Mathematics; (3) Social Studies; (4) Science and Health and Physical Educa-

tion; (5) Art; (6) Music; (7) a, Vocational Education; b, Guidance.

It should be emphasized that each sub-committee worked on its field or subject from grade one through grade twelve, thus considering the whole gamut of the subject in every year or grade of the public school. Each member of a sub-committee worked with the Central Curriculum Committee as a whole, and also served as one of the Growth Level Committees: (1) Primary; (2) Intermediate; (3) Secondary School.

The chairmen of the various sub-committees formed a Reviewing Committee that appraised and harmonized all reports and assisted in the preparation of the Committee's first publication, No. 235, "A Suggested Twelve-Year Program." H. Arnold Perry, State Department of Public Instruction, served as Coordinator; J. S. Tipsett, University of North Carolina, as Consultant; and J. Henry Highsmith, Director of the Division of Instructional Service, as Chairman of the Central Curriculum Committee.

The Lay and Professional Committee was composed of about seventy-five members representing law, medicine, agriculture, textile manufacturing, labor, merchants, banking, civic groups, and one person from each college in the state. Many excellent suggestions were made by members of the Lay and Professional Group and those suggestions were given most careful consideration by the Central Curriculum Committee.

In setting up objectives of the *Twelve-Year Program* the Curriculum

Committee accepted as a working basis the statements found in the Seven Cardinal Principles, in the discussion of goals by the Educational Policies Commission, and in reports of the Eight-Year Study by Aikin's Commission. We have interpreted our job as being that of finding out, if possible, how to meet the educational needs of nearly 900,000 boys and girls to the largest possible extent and how to provide the training which will equip them for happy, successful living in the world as they will find it as youths and adults.

The transition from a school system of eleven years—a seven-year elementary school and a four-year high school—to a system of twelve years involves many changes, mainly in (a) organization and administration, and (b) in curriculum offerings. After much discussion it was decided that the extra year should go into the elementary school for the most part, allowing eight years of eight months each to complete what has been undertaken heretofore in seven years. Schools which have not heretofore operated a twelve-year system (twenty-nine city administrative units in the state have twelve years of nine months) will make the transition from an eleven- to a twelve-year program gradually, completing the major phases of the change-over in a four-year period. Such a gradual introduction of the additional year will allow some time for experimentation and adaptation which will enable schools to make necessary adjustments in faculty, housing, organization, curriculum, and materials, including state-adopted basal and supplementary textbooks.

The present seventh grade pupils will go into the new eighth grade, being the first class to graduate from

the twelve-year program in 1946-47. The present eighth grade, first year high school, upon completion of three additional years of work will be allowed to graduate in 1944-45. Since the curriculum of the new ninth grade is almost identical with the present eighth grade, students who complete this eighth grade will take the curriculum proposed for the new tenth grade next year, session 1942-43, and eleventh and twelfth grades in 1943-44 and 1944-45. Students who graduate this year, 1941-42, from the eleventh grade will be allowed to return for the twelfth grade, if the school is able to provide sufficient courses to permit the student to carry a full load, four units of work.

The Curriculum Committee suggested the following major curriculum changes:

1. Greater emphasis should be placed upon readiness in the first grade. For those pupils who enter school with a lack of experiences needed as a sound basis on which to build the school program, more socializing experiences, oral language, and group work should be provided before the child is introduced to the formal reading activities of the first year of school. This assumes, of course, that teachers will recognize individual differences and vary the curriculum so as to minister to the needs of each individual pupil so far as possible.

2. Some of the work set up in the course of study for Grades 4, 5, 6, and 7 in the eleven-year program should be moved ahead, to be completed by the close of the eighth instead of the seventh year. About one-half the additional year in the expanded program should be absorbed in the primary grades and one-half in the grammar grades.

3. During the transition period the high school curriculum will be undergoing revision due to the fact that the student personnel will include students who will graduate under the eleven-year plan as well as students who take advantage of the twelve-year plan.

This additional year is significant from the standpoint of maturity. It should have decided influence in lessening non-promotion or retardation and elimination of pupils from the elementary school especially.

A few of the significant changes suggested by the Curriculum Committee may be summarized as follows:

1. *Language Arts.* "It should become a part of all good teaching to emphasize essential (fundamental) skills. Practice materials should be used to secure mastery of skills at the time when these skills are needed. Facility in the language arts is the surest guarantee of academic success. It is the general use of reading, writing, spelling, and talking which is meant. Every teacher is an English teacher." In the high school, foreign language is to be offered, but not required for graduation. A course in reading and how to study will be given in Grades 7, 8, 9. It is true that children should learn to read before they reach the seventh grade, or the high school, but a recent National Education Association research bulletin, "Reading Instruction in Secondary Schools," confirms the notion that all too many high school students cannot read well, and that work in remedial reading is absolutely necessary.

2. *Mathematics.* The material covered formerly in seven years is spread over eight years. Only one year of mathematics—general mathematics or

algebra, ninth grade—is to be required of all students.

3. *Social Studies.* North Carolina history is moved from fifth to eighth grade.

4. *Science.* Units appropriate to grade levels are to be taught in Grades 1-12. Health and physical education are to be taught in all grades. These will be required of all students in first year—ninth grade. This is the first time that high school students will be required to take these subjects.

5. *Art.* This is to be taught in all grades.

6. *Music.* This is to be taught in all grades.

7. *Vocational Education.* Grades 9-12. Home economics, agriculture, business education, trades and industries, industrial arts.

In the eighth grade a course in "Farm Family Living" will be offered in rural schools in which teachers of agriculture and home economics are employed. In view of the war situation, and on account of the importance of nutrition, this valuable instruction for boys and girls will be given in the eighth grade, even though it is interpreted as an elementary school grade.

A grade-by-grade summary of Bulletin No. 235 has been printed, a copy for each of the nearly 26,000 teachers in the state. This will be used in study groups, summer school classes, and professional meetings of superintendents, principals, and teachers. This bulletin will be revised and expanded, and printed next fall as *Suggestions to Administrators and Teachers Relative to the Twelve-Year Public School Program*.

MUSIC IN THE SCHOOLS

By H. GRADY HARLAN

Southwest Texas State Teachers College

A PARTIAL OVERVIEW of certain trends in music education of today may be obtained by an examination of the (1) learning processes employed in music in the schools, (2) courses taught in music in the schools, and (3) curriculum equality given to music in the schools.

Learning processes employed in music in the schools. The immediate application of this topic will be confined to applied music, since the study of music theory does not involve learning processes essentially different from those of rudimentary subject matter in the other subject fields. This, however, does not imply that learning processes for applied music are altogether unlike those used in mathematics, for instance. It does mean, on the other hand, that particular processes receive greater emphasis in applied music, such as voice, piano, violin, and other instruments. This would be equally true of particular processes employed in learning mathematics. In the acquisition of techniques for playing an instrument or for singing, certain motor skills must be developed. So far as this writer knows, experimentation has shown that such motor skills in music cannot be developed other than through trial-and-error procedures. These skills are developed almost in direct proportion to the efficiency of the instruction which the student receives, to the provision with which the student works, and to the intellectual and musical acuity with which the student is endowed.

Given certain attainments, on the part of the pupil, in applied music

techniques, emphasis subsequently is also placed upon learning suitable compositions to be used for performance purposes. In this instance memorization, which involves associative, conceptual, imaginative, and emotional processes, is the type of learning employed. It is attained by intelligent and purposeful repetition. It probably involves (1) a type of gestalt which provides for the retention of passages as a whole, and (2) a rote memory which is employed for the retention of isolated elements in the composition, as, for instance, any group of measures or parts of measures which the singer or player must observe mathematically in silence while the accompanist continues to play. Difficult compositions, or difficult passages in otherwise easy compositions, will be learned most economically when studied as a whole, but practiced by parts. Memorization of difficult music is effected for the most part by a similar procedure. The configuration in such instances is the result of learning by parts and is not causative, except as and when the composition has been practiced to the extent of mastering the whole at the sacrifice of learning accurately the difficult parts.

Very little experimentation is reported concerning the psychology of learning in the field of music. On the other hand, there has been a large amount of research dealing with tone and pitch discrimination. These experiments have been largely the result of the work of Doctor Seashore and his disciples. The prognostic tests which they have constructed are regarded as highly profitable to the stu-

dent and teacher, as well as economical for the parent and school. In other words, by the application of these tests the musicality of the child can be measured with sufficient accuracy to determine in advance the worth-while-ness of providing a music education in the case of any individual student.

Achievement tests, though a few have been standardized in music, have not had the emphasis that they have received in the other subject fields. Present conditions, however, indicate that in the near future there will be much investigation in this area of music education.

Courses taught in music in the schools. A recent analysis by this author¹ of seventy-eight selected courses of study in music which represented thirty-seven states reveals that in the high schools the major percentage of instruction in music is given through extracurricular organizations, such as a *cappella* choirs and glee clubs, and bands and orchestras. The results of this type of music instruction are evidenced in the annual state and national competition festivals which are sponsored by the Music Educators' National Conference. These latter events include many thousands of students from each state, and represent the expenditure annually of many thousands of dollars. During 1940 alone, there were fifty-seven thousand first-place winners in the various national festivals. This large number of winners, however, may be regarded as only a fractional part of the grand total of participants which is reported in the Proceedings of the Music Educators' National Conference for 1939-1940.

¹Harlan, H. Grady. "An Analysis and General Evaluation of Public School Courses of Study in Music." Doctor's Dissertation. 1940. University of Texas. 230 p.

The significance of such participation of high school students in extra-curricular activities lies primarily in the fact that they are "living music." The latter terminology reflects the trend of the present-day, changing curriculum. According to Doctor Morgan,² director of music in the public schools of Cleveland, "The outstanding trend in the junior high school has been the change of both purpose and content in the general, or required, music course." Doctor Morgan also lists "five bases of music education, namely (1) aesthetic experience, (2) emotional development, (3) creative attitude, (4) social values, and (5) skills and knowledges," and states that "the boy or girl who has consistently built experiences in these five ways cannot help but develop a thorough music appreciation and beyond that a personal fineness of living, which is true culture and education." Professor Wilson³ of Teachers College, Columbia University, makes similar observations with respect to the senior high school. These facts indicate that the curriculum trends in music education are giving, not less emphasis to the music course, but greater stress to experiences in performance groups which involve the subject matter of the curriculum.

In many of the larger cities and throughout several of the states well-defined courses of study involving theory of music, history and appreciation, and applied music have been developed in the high school. Increasing importance is attached to applied music. Much discussion is being given to, and some progress is being made for in-

²Morgan, Russell V. "Music in the Junior High School." Music Educators National Conference. 1939-1940. p. 165-167.

³Wilson, Harry Robert. "Music in the High School." New York: Silver Burdett Company. 1941. p. 1-66.

struction in, this field by both the individual lesson plan and by the group method. Many of the larger schools, such as those in Cleveland, have already experienced satisfactory results with the group plan. The latter plan appears to be preferable, since it provides training for all interested students within the classroom under the instruction of music teachers employed by the school system at little or no expense to the individual student.

Curriculum equality given to music in the schools. This topic remains a debatable question. In many public school systems, music has not yet had a beginning. There are doubtless many others where, in no sense, has it gained equality with physical and health education. During recent years, however, there has gradually crystallized, in the field of education, a philosophy of equality for music as a subject in the curriculum. Stimulus for the development of this viewpoint probably grew out of a resolution passed by the Department of Superintendence of the National Education Association at the annual convention held in Dallas during March of 1927. The resolution commended the musical programs and art displays presented by the Dallas public schools to the convention. Among other things, the resolution passed by this body recommended "that music and art be given everywhere equal consideration and support with other basic subjects."

While in all probability this resolution did not enunciate other than a favorable attitude with respect to the acceptance of such a philosophy, and carried no purposeful intent for immediate and organized execution of the same, nevertheless, the music-minded educators of the nation accepted the resolution at par, and as a basis for

grasping a long-sought opportunity for improving the status of music as a subject. Unusual publicity was thereafter given to the action. As a result, farsighted individuals of the Department of Superintendence, inspired by the enthusiasm of the various music-education groups, as well as by individual music leaders, have increasingly attempted to fulfill the import of the resolution. It would be reasonable to add that unusual ability on the part of certain music supervisors and teachers, as organizers and community leaders, has constituted a potent factor for placing music on an equality footing.

As an outgrowth of the improved status of music education in Texas, for instance, there are at present some twelve to fifteen municipal symphony orchestras, some of which compare favorably with leading symphony orchestras throughout the nation. The individual players of these orchestras, with few exceptions, are enlisted from the ranks of Texas musicians. Many high schools and seventy Texas colleges serve as training centers from which these players are recruited. During February of this year (1942), the 250-voice chorus of the North Texas State Teachers College of Denton sang the choral finale of Beethoven's ninth symphony as guest performers with both the Dallas and the Houston Symphony Orchestra. Such performances of the world's great music are in evidence throughout the nation with varied significance for particular states. Can this movement, which has evolved slowly along with the development of American civilization, be stopped tomorrow? The answer is: No! not while the present generations of American youth still live.

These Articles Are Short and to the Point

AN EMERGENCY LANGUAGE PROGRAM

By Jacob Ornstein, Instructor in
Latin-American Affairs, Washington
University, St. Louis, Missouri

WAR HYSTERIA motivates innumerable visionary proposals on the curricular front and elsewhere. Nevertheless, the global dimensions of the present conflict have resulted in an extraordinary demand for language skills. The schools of the United States can, therefore, render a patriotic service by an emergency amplification of linguistic facilities. Our government is frankly in serious need of persons qualified to handle a great number of foreign languages. The United States Civil Service Commission, which provides eligible lists for practically all government agencies, has at frequent intervals offered competitive examinations in numerous languages; for example, on May 3, 1941, American citizens had the opportunity of competing in tests involving the following formidable array of tongues: Dano-Norwegian, Dutch, French, German, Hebrew, Italian, Magyar, Modern Greek, Polish, Portuguese, Russian, Spanish, Swedish, and Yiddish. The Federal Communications Commission is at present employing a corps of translators to transcribe and translate foreign language short-wave broadcasts. Quite recently, moreover, the Chief of the Army Air Corps, General Arnold, ordered all air corps officers to study Spanish.

Hence, it is not merely a question of "grinding the axe" of the language

teachers. It is recognized that certain emergency measures are imperative, which will have outlived their utility once the present menace disappears. In an attempt to provide special facilities, many universities have instituted instruction in a variety of languages, many of them entirely new to their curricula—for example, in the city of St. Louis, Washington University is offering Chinese and Russian, while St. Louis University has provided for the teaching of Japanese. Still, it is logical to consider a further extension of such "extraordinary" courses below the collegiate level. Whether the fact is pleasant to us or not, the junior or senior high school student of today may have occasion to aid the war effort by serving the United States government in a military or civilian capacity immediately upon graduation. Why not prepare him with specific linguistic skills which would be useful from a defense point of view?

It goes without saying that there are serious obstacles to taking a step of this nature. In addition to the already overcrowded curriculum, there is the problem of organizing and supervising subjects whose teaching would at first be completely experimental, and for which satisfactory textbooks and methodological articles do not exist. Besides, there is the psychological factor of the "strangeness" of languages which do not have behind them the long academic tradition of Latin, Ancient Greek, French,

German, or Spanish. Anyone who has taught the less popular languages realizes that the first difficulty which he faces is the impression on the part of students that certain languages are insurmountably difficult or entirely impossible of learning. This conception is erroneous in the extreme—the Slavic languages, for instance, are no more difficult structurally than Latin. Besides, strange alphabets tend to discourage prospective learners. For example, the Russian word for *house* is transcribed in Roman letters as *dom*, and as such does not seem quite so formidable. Moreover, when it is realized that the Russian alphabet may be mastered by any intelligent person in two or three hours, one may see that the difficulty of the exceptional languages has been grossly exaggerated.

Granted, even, that the mastery of the less common languages is possible on the high school level, there remains the necessity of obtaining qualified personnel to teach them. In this connection, the universities have not hesitated to employ local persons who are not teachers by profession, but are competent in the languages in question. These may be journalists in foreign language newspapers, officers in local immigrant cultural-beneficent societies, etc., with at least a modicum of formal education. Thereupon one of the regular language teachers of the school is put in charge of the special linguistic offering, or auxiliary language program, as it might be called. This supervisor endeavors to acquaint the novice teacher with some of the basic techniques in language instruction, to observe closely his progress with his group, and to keep posted, through the state department, concerning the specific governmental language needs.

The following considerations are relevant to the problem of emergency language courses: (1) Care in the selection of teachers in order to avoid the insidious introduction of propaganda into the subject matter. The United States government, it might be added, employs only citizens for its linguistic requirements of one type or another. (2) The preparation of a syllabus of each language course by the special teachers who may be aided in this undertaking by the supervisor. Adequate textbooks are unfortunately not to be secured for most of the exceptional languages. (3) The certification, in some manner, of credit for courses taken, even if such credit does not correspond to the values assigned normal courses.

High schools and junior colleges can follow in the footsteps of the universities, in helping to train a competent staff of linguists for civilian and military purposes. Especially in this time of national crisis must our democratic system of education prove its flexibility and adaptability—its power to aim at short-range as well as long-range objectives.



WORKSHOP FOR COURSE OF STUDY PRODUCTION

By Roosevelt Basler, Director
of Curriculum, Tacoma, Wash-
ington, Public Schools

NOW THAT VARIOUS forms of "The Curriculum Workshop" have made an appearance at an increasing number of colleges and universities during the past several summer sessions, there is a natural attempt on the part of these and other institutions to appraise the effectiveness of such programs and to identify those characteristics and practices which appear to be worthy of continued em-

phasis. It is apparent that the workshop movement has focused attention upon certain weaknesses and inadequacies of traditional summer school programs; and it is doubtless fair to say that, even if no curriculum workshops were to be provided from this day forward, the procedures and emphases of future summer sessions would reflect many of their innovating practices.

That there has been diversity in the purposes, practices, and emphases—as well as in the results—of these many workshops is a matter of common knowledge. In specific organizational features or in the details of practice there may be countless variations, but back of all of these and shining through them are to be seen one of two guiding principles; and either one or the other of them provides the direction and the controls for the formulation of the opportunities which are made available.

In some curriculum workshops the emphasis is upon providing conditions, facilities, and staff guidance which (1) will permit teachers "to become themselves again," (2) will promote their growth and development along lines which previously have been denied to them because of the pressure of meeting certain degree and certification requirements, (3) will provide a climate conducive to freedom from the restrictions of the position at home and the local community mores, (4) will encourage teachers to seek experiences of a creative and recreational nature in fields new to them, particularly the arts (and this without the pressure of being held to rigid standards of performance), and (5) will provide opportunities to see and do the many interesting things which will provide change and emotional release.

In other workshop situations the promotion of this "fuller life" is definitely subordinated to the provision of facilities and services which will assist individuals and groups to carry forward the work of production on definite projects of curriculum improvement—projects which grow out of problems previously confronted in the local school system and which are rather well comprehended and stated before the workshop session begins.

This article contains an illustration of the latter of these two emphases—an instance of successful and profitable utilization of summer curriculum workshop facilities for the completion of production work on projects which had been identified, studied, and developed in a preliminary way during the preceding school year.

Although the value of, and the need for, the mental, emotional, and physical catharsis provided by the type of workshop program which emphasizes the "fuller life" is recognized, it is probable that there are other means as well or better suited to its realization. Furthermore, the experience of working cooperatively, creatively, and constructively with a group on some definite curriculum project of potential practical value is not devoid of opportunities for professional development or for the improvement of social competence, not to mention the thrill and satisfaction of achievement connected therewith. It is recognized also that the production of courses of study and other curriculum materials intended to facilitate the processes of instruction does not constitute the most important aspect of curriculum development. The fact remains, however, that after a period of study and planning most curriculum study groups or committees reach a place in

their work where they and their fellow teachers are anxious to have the results organized and made available to all staff members concerned. There are times in a program of curriculum improvement when there is a readiness—often a compelling readiness—for the processes of production. When these times come, the facilities and direction needed for the successful promotion of such production should be promptly provided. In fact, if production work is discouraged or delayed under these conditions, a demoralizing sense of frustration, as well as the miscarriage of potential instructional improvements, is certain to be the result.

In the early spring of 1941 the Board of School Directors of the Tacoma Public Schools (1) approved a plan for sending three committees of three persons each to the University of Washington Curriculum Workshop (summer, 1941) for the purpose of carrying forward production on three of the most important projects developing out of the activities of curriculum committees during the preceding school year, and (2) authorized the payment from school district funds of the tuition costs of the nine persons concerned. The method of selecting the individuals who were to comprise these three groups was a highly democratic one which recognized both the capabilities and desires of prospective committee members. Every teacher and principal was given an opportunity to apply for one of these scholarships and appointments were made in such a way as to secure (1) persons capable of doing the work, (2) representation from as many schools and sections of the city as possible, and (3) the appointment of

only those who were genuinely anxious to undertake the responsibility.

As formulated in the spring of 1941 the projects undertaken were:

Project 1. The preparation of a comprehensive, yet practical system of permanent cumulative records for use in the Tacoma schools—Grades 1 to 12, inclusive (individual student personnel records). Title of the resulting production is: "A Comprehensive System of Permanent Cumulative Records for the Tacoma Public Schools," *Special Superintendent's Bulletin*, No. 1, September 9, 1941.

Project 2. The development of a source book of suggestive units of work to be used in connection with the new social studies course of study for the elementary grades—*Learning by Living*. During the 1940-41 school year each elementary school teacher using the new social studies course of study was asked to accept the responsibility for submitting, in writing, sometime during the year an account of some one unit which she and her pupils had originated and developed with success. The committee working on Project 2 used these units in preparing the source book which was printed and made available to these same teachers as suggestive of other units which might be developed. Title of the resulting production is: *Social Studies Guide Units for Learning by Living*, Illustrative Units of Work to Accompany and Implement the Social Studies Outlines, Grades 1 to 6, 1941 (printed, 170 pages, seventy-five cents).

Project 3. The development of a one-year ninth grade course of study in the field of social studies—the State of Washington: its history; its geography; its government; its institutions; its resources; its industries; its voca-

tions; its society; etc.—a course which constitutes a revision of the present ninth grade social studies work and which will satisfy the new state requirement for instruction in Washington State history. Title of the resulting production is: *The State of Washington, Ninth Grade Social Studies Course of Study, 1941* (mimeographed, 54 pages, fifty cents).

During the weeks preceding the summer session the groups were exceedingly busy with the preliminary work (1) of collecting materials to take to the workshop, (2) of conferring with Tacoma teachers and administrators regarding the projects and the directions which they should take, (3) of reading and study in the field, and (4) of corresponding with workshop staff members concerning plans for the development of the projects.

The thoroughness of these preliminary preparations and the enthusiasm with which the members of each group approached their respective tasks contributed greatly to the accomplishment of so much in the short workshop period of four and one-half weeks. The leadership and encouragement of the workshop staff and consultants and the unusually fine facilities at the University of Washington had much to do with the high quality of the resulting products. The projects were completed with considerable satisfaction to the participants, and the materials produced constituted a marked contribution to the improvement of instruction in the Tacoma public schools.

It is evident that many educators are frankly and, in some cases, justifiably critical of certain characteristics of the mushrooming curriculum workshops. Even though the validity of many of these criticisms is granted, the

services and facilities made available in instances similar to the one described here are of such a nature that alert school systems are finding them extremely useful in furthering the work of curriculum development and instructional improvement.



COUNTY PROVIDES IN-SERVICE EDUCATION FOR TEACHERS

By Mary Eva Hite, Elementary Supervisor, Colleton County, South Carolina, 1935-1940

IN THE COASTAL area of South Carolina lies Colleton County which, in spite of very limited financial resources, set a worthy example in developing a training-in-service program of teacher education. Resulting from the foresight and the enthusiasm of the County Superintendent of Education, the foundation for this program had been laid through a carefully-planned financial program over a six-year period. By 1935 the 3,000 children in the county, furnished with free textbooks, were within walking distance either to schools or to bus routes, and attended schools nine months out of the year in adequate buildings adequately furnished. To serve these children, Colleton maintained thirty-three school units—six high school centers and twenty-seven one- and two-teacher schools.

In August, 1935, the County Board of Education, having recognized the inadequacy of the usual traditional classroom procedure, employed a supervisor of elementary schools for the purpose of helping the ninety elementary teachers develop a school program which would more nearly meet the needs of the boys and girls.

Teacher personnel. The Colleton County teachers were average in back-

ground and in training. There was a predominance of local married women and their tenure was longer than the state's average. The changing administration had caused some of the better teachers to begin experimenting with modern practices. It is significant that there was no thought of removing teachers—the main purpose was improving the group in the field. When a vacancy occurred, great care was exercised in filling the place, but "hiring and firing" had no part in this program. When teachers realized this, they had such a feeling of security that there resulted a fine friendly superintendent - supervisor - teacher relationship which is fundamental in any teacher education program.

Supervisory program. Throughout this supervisory program, every known procedure was used. The following brief record indicates a few of those considered most effective.

Every type of conference was used: the pre-school institute of three or four days' duration; the group meeting to permit small groups to work on special problems—usually three or four times a year; the after-school meeting with teachers in one building; the individual conference with one teacher. Through an almost endless round of conferences, every teacher had an opportunity to participate in every phase of the program. Even the county teachers' meetings were so organized that they provided five county-wide conferences with teachers as leaders.

The County Board of Education had a regulation requiring all teachers to participate in an approved summer program once in every three years. As a result, there was definite planning for a variety of experiences. Some teachers, working on degrees at

certain institutions, attended these summer sessions, but the majority always cooperated in some specially-planned summer program.

In 1937 seventy of the group attended the summer session at the College of Charleston. The Progressive Education Association cooperated in the selection of an unusually fine faculty — people from Winnetka, Bronxville, Horace Mann, and the University of Chicago. Teachers from the one- and two-teacher schools and the supervisor worked in a special rural demonstration center, a two-teacher school six miles from Charleston.

Recognizing the value of travel to teachers whose travel experiences were very limited, the County Board of Education encouraged the group to go to the New York World's Fair in 1939 or 1940 by allowing half summer school credit for this trip. As a result, sixty-five teachers and the supervisor spent ten days on a bus trip up the eastern seaboard, in New York, and homeward by an inland route.

Probably the most fruitful of all the summer experiences was the other half of the World's Fair trip—the workshop held two weeks in August, 1940. Tamasee, the Daughters of the American Revolution boarding school plant some 200 miles from Colleton County, was rented for the occasion. Sixty-three teachers paid \$35 each to cover all cost—transportation, board, and tuition. The program of work was arranged around five major topics — curriculum development, children's literature, natural science, arts and crafts, reading—and each faculty member was chosen because of outstanding achievement in his field. Special interest groups chose teacher-leaders, while a social committee saw

that fun was not omitted. Specially-invited guests ranged from mountaineer musicians to the dean of the school of education of a northern university.

The value of seeing other teachers at work was not overlooked. In order to encourage visiting, the county furnished a substitute teacher—sometimes a school or even a group of schools was closed for a day. However, the visitation worked two ways—during the six years of this program, approximately 600 visitors came to the Colleton County Schools. This was a wonderful stimulus to all persons connected with the program.

As a part of the book depository, there developed a materials bureau which furnished to every school those materials of instruction which teachers requested. These supplies ranged from scrap paper and lumber to a sound projector, from free pamphlets to the best in children's literature.

Because the professional library was one of the most used parts of the materials bureau, it must be noted that, beginning with the pooling of books owned by the teachers and coming as a direct result of their interest and resourcefulness, this supply grew into a splendid collection of the best professional texts.

As groups worked along together, reports were kept, and after two years there were some thirty pages of material suitable for assembling a mimeographed booklet, which was named the *Plan Book*. The table of contents shows the points of emphasis: point of view; center of interest; daily program of work; essential materials; basic skills—reading, language, writing, spelling, and arithmetic. Added later were chapters on social science and health education.

Instructional program. The development of an instructional program to meet the needs of boys and girls had been the constant purpose of every individual interested in the teacher-education program. Teachers insisted upon a statement of the phases of such a program and insisted that it be stated, not in textbook terminology, but in language understandable by the average adult in any community. The result of this attitude is seen in the simple way of stating the five basic needs upon which the daily program of classroom work was arranged. These were: (1) good health; (2) happy existence; (3) experience in democratic way of living; (4) development of desirable attitudes and appreciations; (5) normal achievement in basic skills. The teacher in every classroom in the county definitely and purposely made provision for daily growth in these five directions accepted as the foundation for the growth and development of her pupils.

Summary. In a glance over the total program, one is convinced that the administration never lost sight of three very fundamental ideas: (1) That every teacher should have a part in the solution of all major problems. Individuals and small committees use less time and effort, but growth comes only to those who participate. The process is the important matter. (2) That the total program should receive emphasis every year. In some county programs one special problem is emphasized one year, another the next, and so on. In Colleton County the total program moved forward year after year. (3) That the administration has the responsibility of providing challenging, stimulating opportunities for teacher growth. When this is added to friendly understanding,

teachers may be depended upon to render the cooperation and effort necessary to bring success.



ACTIVITY PROGRAM IN NEW YORK CITY: A REPLY

By Arthur T. Jersild, Teachers College, Columbia University

AN ARTICLE BEARING the title, New York City's Activity Program Experiment, appeared in the April number of this JOURNAL. The editor has kindly made space available for a brief statement concerning this article, which gives a critical review of four interim reports of parts of an investigation connected with New York City's educational experiment.

It is not my desire to enter into controversy with the writer of the above-mentioned review. As a co-author of three of the reports that are mentioned I am pleased that they should receive notice, and constructive criticism is all to the good. Moreover, educators who are interested in the merits of the review can form an opinion of their own by reading the papers in question. To do so would constitute no great hardship, for all combined they run to only thirty-two printed pages.

My only reason for writing this brief note is to point out that the reports that are reviewed do not represent and were not intended to represent a complete statement of results obtained in the more comprehensive investigation. Regardless of its other

merits, the review in the April number will be misleading if by reason of its title and the phrasing of its contents it is construed by the readers as a full commentary on the results obtained in the investigation to which the writer refers. The four reports that are touched upon were preceded by a rather lengthy initial statement of findings in the December, 1939, number of *The Journal of Experimental Education*. They were followed by three reports in the December, 1941, number of the same *Journal*. Some lines of study that were undertaken are as yet uncompleted and unpublished, and an over-all summary of findings obtained in studies directed by R. L. Thorndike and myself has not yet been prepared. In addition there is a lengthy report of findings obtained in an independent survey conducted by J. Cayce Morrison and his associates in the New York State Department of Education. Mr. Morrison summarized some of these findings briefly in the December number of this JOURNAL.

In other words, much additional material either was available or could have been made available on request to anyone desirous of reviewing the findings in the experiment. An account of certain limited reports, without full regard for the larger context cannot, of course, be regarded as an adequate appraisal of the strengths and weaknesses of an educational program that has been studied from many angles over a period of several years.



Critical Abstracts of Curriculum Research

PRICE, LOUISE—*Creative Group Work on the Campus*. New York: Bureau of Publications, Teachers College, Columbia University. 1941. 437 p. \$3.50.

This impressive volume is divided into three sections, the first of which is given over to an excellent discussion of the philosophy and methodology involved in group work. Most of the leading thinkers in the field are permitted to contribute to this section. Section II is the major portion of the book and is devoted to a developmental study of student life and group activity on two college campuses, Stephens College and Stanford University. This section is of historical interest and significance and traces the development of several aspects of the college program over a period of several decades. The third section of the book is devoted to a series of conclusions and recommendations for further research.

There are several emphases in this volume that commend it to careful reading. The first section covers the significance of group work in a wide variety of situations, campus and non-campus, and provides about as valuable a summary of the philosophy involved in this particular approach to the meaning of student problems as exists anywhere in the literature. The fact that the actual research upon which the book is based covers a ten-year period on each of two campuses is another remarkable and strong feature of the book. Not many studies have

as much significant data collected on a developmental basis where student organizations and student thinking can be followed over as long a period of time. One gets a very intimate understanding of these two campuses which are so widely separate in their background and purposes from the reading of the almost 300 pages devoted to the genetic growth of major student traditions and organizations.

The recommendations and conclusions given in Part III are too numerous to mention here. It is significant to note that she considers the faculty as well as the students when she formulates the objectives for group work on the campus. Much attention and a considerable number of suggestions are given with regard to the development of student leadership, without which no group work program can be effective.

Those concerned with bridging the gap between the formal curriculum of the college and its extracurricular program, as well as those who are concerned with the direction of student activities from the point of view of the student personnel worker, will find this volume invaluable. It should be kept in mind that Miss Price is very much "sold" on the group approach, but this is, after all, only one of several methods of meeting student needs. The reviewer is a personnel worker and believes the group approach is important, but believes that there are other aspects to a comprehensive program to which the group approach must be

related. He is also a former member of the faculty of Stanford University, and as such thinks Miss Price has done an excellent job of drawing lessons from the development of student organizations on that campus. The book is scholarly and clear cut. One can have no doubt about the meaning Miss Price secures from her study of her material. Her language avoids the redundancy with which some semiphilosophical books abound. It is true that she is very favorable to group work as such, but it is also true that she has many suggestions which are in themselves critical of the present procedures.

C. GILBERT WRENN
University of Minnesota



GLASER, EDWARD M.—*An Experiment in the Development of Critical Thinking*. Contributions to Education, No. 843. New York: Bureau of Publications, Teachers College, Columbia University. 1941.

Mr. Glaser's problems grew out of a deeply-felt concern that, though school people in America generally "emphasize the development of critical thinking as one of the major objectives of education," our schools, by and large, "have not made a conscious and well-directed effort to realize this educational aim." Mr. Glaser assumed that the ability of students to think critically, or certain aspects of that ability at least, can be improved through educational experiences which have the development of one or another aspect of this ability as their definite aim and in which the guiding principles and processes of critical thinking are made clear and usable to the learners.

With this motivation, Mr. Glaser developed a series of eight lesson units, each designed to improve one or another aspect of the ability to think critically. Some of the titles of these units will suggest Mr. Glaser's conception of "critical thinking"—"Logic and the Weight of Evidence," "The Nature of Probable Inference," "Logic and the Method of Science and Some Characteristics of Scientific Attitude," "Prejudice as a Factor Making for Crooked Thinking," and "Propaganda and Crooked Thinking."¹ Mr. Glaser selected eight twelfth-grade English classes (in Newark and New York City) and used four of these as an experimental group over a period of ten weeks. The other four classes followed the usual course of study prescribed for their schools. At the beginning and at the end of the experimental period, a battery of tests, including the Otis Quick-Scoring Mental Ability Test and the Watson-Glaser Tests of Critical Thinking, was administered to both groups. The average gains in the battery of critical thinking tests in the experimental and in the control groups were compared and analyzed. Comparative analysis of test scores was supplemented through evaluations of the instruction by the teachers concerned, by the pupils, by interviews with selected students, by Mr. Glaser as a classroom observer, and by retesting of volunteer students after a six-month interval.

From his analysis of comparative test scores, Mr. Glaser found that the average gain on the battery of critical thinking tests by the experimental

¹Only samples of the units employed are reprinted in this book. Five of the units in the form used in the experiment are published in Violet Edwards' "Group Leader's Guide to Propaganda Analysis." A revision of these units is expected to be published by World Book Company, with an accompanying teachers' guide, in 1942.

classes was significantly greater than that by the control classes on the same tests. On this basis and on the basis of his other modes of evaluation, Mr. Glaser felt justified in his conclusion that the lesson units developed "can be used effectively with high school (and probably college) students to stimulate growth in ability to think critically." More specifically, he observed that the aspect of critical thinking most susceptible to general improvement is "the attitude of being disposed to consider in a thoughtful way the problems that come within the range of one's experience." He also concluded that general intelligence is something different from the abilities measured by the Watson-Glaser Tests of Critical Thinking, although overlapping abilities are involved in success in the two types of test situations. Moreover, he found only a group trend for the "more intelligent" to profit more by instruction in critical thinking. Significantly enough, "individuals with I. Q.'s of less than 100 are found among those who profit most from such training." The students' age and sex, the quality of their home background, and their reactionary or progressive viewpoints in socio-economic matters seemed not to be significantly correlated with their ability to profit by instruction in critical thinking. The ability to read with accuracy and discrimination

seems to be one of the most important aspects of the ability to think critically as measured by the tests which Mr. Glaser used.

The present reviewer is doubtful whether Mr. Glaser has located all (or even the most important) aspects of the kind of "political" thinking that citizens have to do at the present time. His tendency to exclude "prejudice" from the thinking process, as making for "crooked" thinking rather than to include it and to find ways of reconstructing "prejudices" in and through deliberation, illustrates one neglected aspect of "political" thinking. However, many of the aspects which he has studied are genuine elements of any adequate thinking process. Further, his conclusion that the quality of these aspects of thinking can be improved through instruction, if teachers put their minds and hearts to the task, seems sound. Moreover, Mr. Glaser's lesson units show how such instruction can be carried on. It is true, also, that Mr. Glaser has experimented in an important area where the body of careful experimentation is notably and regrettably limited. His book contains a large and useful bibliography on critical thinking. For all of these reasons Mr. Glaser's excellent study is heartily recommended to the attention of all democratic teachers.

KENNETH D. BENNE

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Reviews of Current Books

AIKIN, WILFORD M.—*The Story of the Eight-Year Study*. New York: Harper and Brothers. 1942. 157 p.

This volume is the first of five¹ with the general title, *Adventure in American Education*. The five volumes will report the work of the Progressive Education Association's Commission on the Relation of School and College frequently referred to as the "Thirty School Eight-Year Study."

The first volume is descriptive of the initiation and procedures of the study, together with conclusions and recommendations. The chapter headings are as follows: The Eight-Year Study Is Launched; The Schools Choose the Democratic Way; The Curriculum Heeds the Concerns of Youth; The Schools Study Their Pupils; What Happened in College? This We Have Learned. In the six chapters the author has reported the "high lights of what happened along the way during an eight-year journey, by the thirty schools, of exploration and trail blazing."

The Commission on the Relation of School and College was established in October, 1930, with two purposes: (1) to establish a relationship between school and college that would permit and encourage reconstruction in the secondary school; (2) to find, through exploration and experimentation, how the high school in the United States can serve youth more effectively.

The Commission selected thirty secondary schools of various types in all

sections of the country as participating schools. Practically all of the colleges and universities of the country agreed to free these schools from the usual admission requirements. The Commission established a curriculum staff, an evaluation staff, and a college follow-up staff to assist the schools. The three staffs and the thirty schools have spent some seven years planning, exploring, and evaluating modifications of the secondary school curriculum. A vast array of data concerning the college success and failure of the graduates of the thirty schools has been accumulated, organized, and interpreted.

The Story of the Eight-Year Study, being primarily a summary volume, presents a very general account of the total study and the findings without much of the supporting description or data. It should prove extremely useful to college and secondary school people interested in school and college relations and the improvement of secondary education. The author has succeeded in a commendable way in the presentation of a concise account of a very significant enterprise. The volume provides a satisfactorily clear and concise statement of a number of issues and problems that must be faced by American education, together with the conclusions of the Commission. It should serve as a guide to thoughtful consideration and experimentation by school and college faculties as well as a guide to careful study of the other four volumes of the report.

It is of more than passing interest to note that the Commission reports quite definitely a conclusion to the effect that the assumption upon which

¹*Adventure in American Education*: Volume I, *The Story of the Eight-Year Study*; Volume II, *Exploring the Curriculum*; Volume III, *Appraising and Recording Student Progress*; Volume IV, *Did They Succeed in College?*; Volume V, *Thirty Schools Tell Their Story*.

school and college relations have been based in the past must be abandoned. (P. 119.) With regard to the reconstruction of secondary education, it is significant that the report indicates that the source of the curriculum is to be found in the concerns of youth and in the nature of the society which the school serves. (P. 135.) Every secondary school is urged to search the democratic ideals for principles to guide thought and action in any attempted revisions of administration, curriculum, or ways of teaching. (P. 134.) The thesis is accepted that no school can go very far along the road of reconstruction without freedom to act according to its best judgment (P. 136) and a plan is proposed by which all schools may have the freedom essential to progress (P. 125).

From the point of view of a field worker in the improvement of secondary education this reviewer regrets that the volume does not provide more description and analysis of the ways in which the teachers of the thirty schools learned to work together in curriculum building. The study from the beginning emphasized the importance of the concerns of youth as a source of the curriculum, yet the *Story of the Eight-Year Study* is disappointing to those who desire assistance in how to find out about the concerns of youth and in learning how to use them effectively as a source of the curriculum. It is probable that the succeeding volumes will provide more assistance in these two areas.

It is fortunate that this volume and the others of the total report are to be available in these critical times for American life and American education. Individuals and groups concerned with secondary education and higher education should find them ex-

tremely useful in the search for ideas, for ways and means, for data with which to chart and to rechart their course.

J. CECIL PARKER

Michigan Study of the Secondary School Curriculum



BAXTER, BERNICE—*Teacher-Pupil Relationships*. New York: The Macmillan Company. 1941. 166 p. \$1.25.

An interesting analysis of the influence of teachers upon pupils has been given by Miss Bernice Baxter in *Teacher-Pupil Relationships*, a book that should have real value to teachers in training, teachers in service, and directors of instruction. She has assumed that "the one valid way to estimate a teacher's true worth is to know the personal effect of that teacher upon learners." A preliminary analysis of six teachers was followed by a similar study of thirty-six teachers. The results gave convincing evidence that "the majority of children in a given classroom were being molded into the behavior pattern of the teacher."

While the method of analysis was necessarily subjective, very careful checks were used against a possible personal bias. The illustrations cited of effective and ineffective procedures upon the part of teachers and desirable and undesirable responses of children were exceedingly well chosen. The standards used in evaluation without doubt conformed to accepted modern educational principles and practices.

Teacher Six, for instance, "was habitually quiet, poised, and courteous in her relations with pupils. She possessed a self-restraint in permitting to children freedom of movement and

speech and was more interested in thoughtful responses from children than in perfect routine. She was keenly alert to the needs of the children and knew the limitations and capabilities of each. The children in this room were self-directed, knew where to find materials, and evidenced the same thoroughness and quiet persistence in working which characterized the teacher."

Many of the samples of successful and unsuccessful procedure are detailed enough to give real help to young teachers and student teachers in their own analysis of classroom relationships. One of the most valuable chapters is entitled "An Effective Teacher Described."

Miss Baxter makes clear that "there is not any single configuration of personal attributes which characterizes all effective teachers." However, she does list for teachers in service certain experiences which she believes to be basic requirements of successful teaching. These are given in the form of definite proposals for self-improvement.

One caution in using the book with immature students or teachers seems pertinent. Teachers are not, as might be inferred, usually either effective or noneffective. The classroom atmosphere is not usually either wholly conducive or wholly detrimental to the best all-around development of children. Most teachers use both effective and noneffective procedures at times. Most classrooms are conducive in some ways to the best development of children and detrimental in other ways. Analysis of one's own personal effectiveness or the personal effectiveness of another teacher requires subtle evaluations that are sometimes lost in the use of a rating scale.

Guidance officers in teachers colleges may question whether poor prospects for teaching could be screened out on the basis of an early appraisal of personal effectiveness with children, made before intensive preparation for teaching begins. Directors of student teaching report surprising growth in the second or third term of teaching. Certainly the candidate's influence upon children should be determined with thoroughness before he is recommended for a position. In preparing observational records of a prospective teacher's effectiveness, the form of analysis set forth in Chapter III would be most valuable.

CLARA BELLE BAKER

National College of Education



GARDINER, JEWEL, AND BAISDEN, LEO B.—*Administering Library Service in the Elementary School*. Chicago, Illinois: American Library Association. 1941. 161 p. \$2.25.

The integrated curriculum and the elementary school library have been parallel educational developments. Both have evolved recently and are mutually dependent. The new type curriculum requires an adequate collection of well-organized teaching materials; and, in order to function effectively as an integral part of the educational process, the elementary school library requires a curriculum which makes demands upon it. Because the elementary school library is in the early stages of evolution, literature about it is not abundant and much of what there is emphasizes library technics. This book appears at a time when educators are becoming increasingly aware of the educational function of the library in the modern school; it skillfully coordinates the fields of teach-

ing, school administration, and librarianship.

All those educators who work with children in the elementary school or who train elementary school teachers will find that this book meets a long-felt need. Classroom teachers will find that it helps them in cooperating intelligently with the library in order to bring children and materials together. School superintendents and elementary school principals will find that it assists them in gaining an understanding of the problems involved in the administration of an elementary school library program. Elementary school librarians and teacher-librarians will find it an aid in analyzing educational problems which are involved in the library program.

Many teacher-training institutions include in their curriculum for elementary teachers a course in "Elementary School Library" or "School Library Administration" or some such title. Such a course is usually required of every student preparing to be an elementary teacher. Because a knowledge on the part of the teacher of all types of teaching materials (printed, audio-visual, etc.) is recognized as a necessity in the new type of curriculum, it is desirable that elementary teachers have training in this field. This book will prove a most satisfactory textbook for such a course offered in the pre-service teacher-training program; and will provide information for those teachers who are in service now and who did not receive instruction in this field during their period of training.

The style of writing is simple, clear, and direct. The illustrations consist of photographs of children using materials in elementary school libraries. The authors have drawn upon their

experience to present practical and useful suggestions throughout the book. Jewel Gardiner is librarian of the Professional Library, Sacramento City Schools, Sacramento, California. The late Leo B. Baisden was Deputy Superintendent in the Stockton City Schools, Stockton, California. The latter will be remembered as joint author with Carolyn Mott of the popular *Children's Book on How to Use Books and Libraries* (New York, Charles Scribner's Sons, 1937).

A list of the chapter headings will give a good idea of the scope of the book: children and the world of books, the function of the library in the modern elementary school, organization and administration of the elementary school library, elementary school library personnel, the physical setup of the library, decorative features of the library, selecting the book collection, purchasing books and periodicals, organization of the book collection, the pamphlet and picture collection, instruction in the use of books and libraries, reading guidance, recreational reading, sharing reading experiences, the library in the primary grades, and the school library and the public library.

MILDRED HAWKSWORTH LOWELL
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WILSON, HARRY ROBERT—*Music in the High School*. New York: Silver Burdett Company. 1941. 440 p. \$3.00.

Mr. Wilson has written a book which will be useful to all school administrators and high school teachers who want help in discovering the place which music should have in a modern educational program. All persons working directly in high school

music will derive value from the book, even when, or perhaps most when, they disagree with the author.

In the first part of the book Mr. Wilson summarizes the history of educational theory and the development of secondary schools in the United States. His own ideas, when they come through in between the quotations, seem to indicate that at last a music educator who can be called a liberal has found a publisher. No, Mr. Wilson makes two. Beatrice Perham Krone has been in print for some time.

At least two of Mr. Wilson's emphases separate him definitely from the conservative wing of our profession, if it had wings—I sometimes wish it had. He thinks that composing music by high school students is both natural and feasible; and he is not too fearful that all will be lost if the music department of the high school cooperates in the "core" or integrated subject-matter approach which many high schools are experimenting with. We need experimentation in music education badly.

The specific suggestions in Part II, Musical Experiences, and Part III, Administration, cover a variety of music activities, including vocal, instrumental, listening, and creative. In regard to the very important topic of the dearth of high school orchestras and what to do about it, Mr. Wilson aligns himself with the We-Should-and-We-Can-If-We-Will wing. Bravo, Harry! Let's get busy!

Large high schools should have no difficulty in providing a music program which is well-rounded and adequate in terms of these up-to-date suggestions. Smaller schools may have some trouble in choosing the more de-

sirable activities from Mr. Wilson's comprehensive discussion.

ALTON O'STEEN

*Alabama State Department
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MACKINTOSH, HELEN K.—*Supervision of Elementary Education as a Function of State Departments of Education*. United States Office of Education, Bulletin, 1940, No. 6. Monograph No. 8. Washington, D. C.: Superintendent of Documents. 1941. 86 p. Paper covers. 15 cents.

Supervision of Elementary Education as a Function of State Departments of Education is one of a series of monographs on the work of State Education Departments which have been issued by the United States Office of Education since 1939.

How do State Departments of Education supervise elementary schools in each of the forty-eight states? Have attitudes of state department supervisors changed in recent years? How much of their work is still inspectional? How much of it offers genuine educational leadership, pointing toward the growth of teachers in service and toward basic improvement in the educational program in the several states? Are new technics being used by State Department workers? Are they conducting workshops; leading programs of curriculum development; helping superintendents, local supervisors, teacher-educating institutions, and teachers to grow in service? On what basic philosophy and psychology do their programs rest?

To answer these and similar questions regarding significant factors in state educational structure, the United States Office of Education sent more than twenty representatives of its staff

across the country in 1939 to confer with chief state school officers and their assistants. In addition to this series of conferences, the Office of Education made a comprehensive analysis of all available printed or mimeographed documents issued by the several states. No effort has been spared to make the final report of each factor studied a reliable document for each state.

Bulletin 1940, No. 6, which deals with supervision of elementary education, represents, therefore, careful study and meticulous compilation of the results of such study. Discussing supervision of elementary education by State Departments of Education under the four headings of (1) organization; (2) supervisory objectives and activities; (3) cooperating relationships; and (4) significant features of supervision, the monograph should challenge the interest of all state department workers, both in comparing their own programs with the programs of other states and in seeing their programs from the viewpoint of a group of outside and impartial students. Particularly valuable is the chapter on supervisory objectives and activities with its illustrative samples of the work going forward in the various states. In reading the monograph one is impressed with the fact that the major methods of supervision have remained much the same during the course of years. The marked change seems to be rather in a new spirit of democratic, cooperative supervision, and in the objectives which are now being sought, rather

than in changes in the specific methods utilized. For example, *conferences* as a means for improving instruction, the *demonstration lesson*, *school visiting by supervisors*, *curriculum revision* as an important phase of the whole supervisory program—these aspects of supervision have featured in supervisory programs since the first inception of such services. It is to be noted, however, that a much more democratic approach toward guiding growth of teachers permeates the reports which are given in the monograph; a new spirit of working together is apparent; and renewed emphasis is being placed upon the growth and development of teachers as people.

It is perhaps to be regretted that in so difficult an undertaking as that confronted by the Office of Education when it attempts to summarize and evaluate the widely varying practices and policies in State Education Departments in the forty-eight states, a few discrepancies creep into the report. Some of these are doubtlessly due to changes which have taken place in State Departments of Education since the beginning of the studies on which this report is based. Inaccuracies in some titles and in interpretation of the functions of some bureaus and divisions in departments is perhaps to be expected. On the whole, this well-organized and well-presented monograph should be an unusually helpful handbook in the field.

HELEN HAY HEYL

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New Publications

BOOKS

- AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS—*Health in Schools*. Twentieth Yearbook. Washington, D. C.: The Association, 1201 Sixteenth Street, N. W. 1942. 544 p. \$2.00.
- BABCOCK, F. LAWRENCE—*The U. S. College Graduate*. New York: The Macmillan Company. 1942. 112 p. \$1.50.
- BARR, A. S.; EWBANK, H. L.; AND MCCORMICK, T. C.—*Radio in the Classroom*. Madison, Wisconsin: University of Wisconsin Press, 811 State Street. 1942. 203 p. \$2.00.
- BELTING, PAUL E., AND BELTING, NATALIA M. *The Modern High School Curriculum*. Champaign, Illinois: The Garrard Press. 1942. 276 p. \$2.50.
- BUSH, GEORGE L.—*Science Education in Consumer Buying*. New York: Bureau of Publications, Teachers College, Columbia University. 1941. 228 p. \$2.35.
- CLEMENT, JOHN A.—*Manual for Analyzing and Selecting Textbooks*. Champaign, Illinois: The Garrard Press. 1942. 119 p. \$2.00. Score sheet to accompany, 15 p. 25 cents.
- DELIMA, AGNES—*The Little Red School House*. New York: The Macmillan Company. 1942. 355 p. \$3.50.
- DEYOUNG, CHRIS A.—*Introduction to American Public Education*. New York: McGraw-Hill Book Company. 1942. 727 p. \$3.25.
- DOANE, DONALD C.—*The Needs of Youth*. Contributions to Education No. 848. New York: Bureau of Publications, Teachers College, Columbia University. 1942. 150 p. \$2.10.
- GILES, H. H.; MCCUTCHEON, S. P.; AND ZECHIEL, A. N.—*Exploring the Curriculum*. The work of the thirty schools from the viewpoint of curriculum consultants. Adventures in American Education, Volume 2. New York: Harper and Brothers, 49 East Thirty-Third Street. 1942. 362 p. \$2.50.
- KUHLMAN, A. F., Editor—*The Development of University Centers in the South*. Papers presented at the dedication of the Joint University Library. Nashville, Tennessee: Joint University Libraries. 1942. 128 p. \$1.00.
- LEONARD, J. PAUL, AND EURICH, ALVIN C., Editors—*An Evaluation of Modern Education*. A report sponsored by the Society for Curriculum Study. New York: D. Appleton-Century Company. 1942. 299 p. \$2.50.

SCHATZMANN, IMAN ELSIE—*The Country School*. Chicago, Illinois: The University of Chicago Press. 1942. 233 p. \$1.50.

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- AMERICAN COUNCIL ON EDUCATION, MOTION PICTURE PROJECT, AND THE PAN AMERICAN UNION—*The Other Americas Through Films and Records*. Washington, D. C.: American Council on Education, 744 Jackson Place. 1942. 37 p. Paper covers. Free.
- BOYD, JESSIE, Chairman—*A Basic Book Collection for High Schools*. Chicago, Illinois: American Library Association. 1942. 193 p. Paper covers. \$2.00.
- Bulletin of the National Association of Secondary School Principals*, Volume 26, Number 106. Washington, D. C.: National Association of Secondary School Principals, 1201 Sixteenth Street, N. W. April, 1942. 207 p. Paper covers. \$1.00. Issue devoted to evaluating secondary education and wartime aids for secondary schools.
- Childhood Education*, Volume 18, Number 8, April, 1942. Washington, D. C.: Association for Childhood Education, 1201 Sixteenth Street, N. W. 45 p. Paper covers. 30 cents. Devoted to the subject of Latin America.
- CROOKSTON, MARY EVALYN—*Unit Costs in a Selected Group of High School Libraries*. United States Office of Education Bulletin 1941, Number 11. Washington, D. C.: Superintendent of Documents. 1941. 36 p. Paper covers. 10 cents.
- DEAN, VERA MICHELES—*Russia at War*. Headline Books No. 34. Chicago, Illinois: Silver Burdett Company. 1942. 96 p. Paper covers. 25 cents.
- DOLCE, JAMES A.—*Until the Doctor Comes*. United States Public Health Service, Miscellaneous Publication No. 21. Washington, D. C.: Superintendent of Documents. 1941. 60 p. Paper covers. 10 cents.
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- GILBERT, LUTHER C., AND GILBERT, DORIS W.—*Training for Speed and Accuracy of Visual Perception in Learning to Spell*. A study of eye movements. Berkeley, California: University of California Press. 1942. 74 p. Paper covers. 75 cents.
- GREENLEAF, WALTER J.—*Medicine*. Guidance Leaflet No. 6. Washington, D. C.: Superin-

- tendent of Documents. Revised, 1941. 24 p. Paper covers. 10 cents.
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- LOS ANGELES COUNTY SCHOOLS—*A Catalog of Electrical Transcriptions for Los Angeles County Schools.* Los Angeles, California: County Schools. 1942. 25 p. Mimeographed. 10 cents.
- MASLOW, HAROLD—*The Intelligent Consumer's Guide to Hospital and Medical Plans.* New York: League for Industrial Democracy, 112 East Nineteenth Street. 1942. 32 p. Paper covers. 15 cents.
- MINSTER, MAUD—*Practical School Library Organization and Integration.* Second edition. Altoona, Pennsylvania: The Author, Senior High School. 1942. 75 p. Paper covers. \$1.75.
- NATIONAL BROADCASTING COMPANY—*These Four Men: Winston Churchill, Josef Stalin, Adolf Hitler, and Franklin D. Roosevelt.* A Series of Radio Dramatizations. New York: Columbia University Press. 1941. 67 p. Paper covers. 25 cents.
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- OGG, ELIZABETH, AND SANDBANK, HAROLD—*Homes to Live In.* Public Affairs Pamphlets No. 66. Chicago, Illinois: Silver Burdett Company. 1942. 31 p. Paper covers. 10 cents.
- Our Neighbors to the South.* A Bibliography Listing References Including Dances, Music, Plays, Pageants, Festivals, Customs, Games, Party Plans, and Other Sources of Program Material from Central and South America. New York: National Recreation Association, 315 Fourth Avenue. 1942. 10 p. Mimeographed. 15 cents.
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- A Planned Rural Community.* New Dominion Series No. 11. Charlottesville, Virginia: Extension Division, University of Virginia. 1942. 11 p. Paper covers. Free.
- RAUSHENBUSH, JOAN—*Look at Latin America.* Headline Books No. 27. New York: Foreign Policy Association, 22 East Thirty-Eighth Street. 1941. 64 p. Paper covers. 25 cents.
- RIDDLE, OSCAR, AND OTHERS—*The Teaching of Biology in Secondary Schools of the United States.* Columbus, Ohio: David F. Miller, Department of Zoology, Ohio State University. 1942. 76 p. Paper covers. Free.
- SABINE, GEORGE H.; HOLCOMBE, ARTHUR N.; MACMAHON, ARTHUR W.; WITKE, CARL; AND LYND, ROBERT S.—*The Textbooks of Harold Rugg.* New York: American Committee for Democracy and Intellectual Freedom, 519 West One Hundred Twenty-First Street. 1942. 28 p. Paper covers. Free.
- SMITH, SYBIL L., AND ADAMS, GEORGIAN—*Home Resources for Defense.* Washington, D. C.: United States Department of Agriculture, Office of Experiment Stations. 1941. 39 p. Paper covers. Free.
- SOCIETY FOR CURRICULUM STUDY—*Building America*, Volume 7, Number 6. *For the Right to Liberty.* New York: Americana Corporation, 2 West Forty-Fifth Street. March, 1942. 28 p. Paper covers. 30 cents.
- Teacher Personnel Procedures: Selection and Appointment.* Research Bulletin, Volume 20, Number 2, March, 1942. Washington, D. C.: National Education Association, 1201 Sixteenth Street, N. W. 27 p. Paper covers. 25 cents.
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- UNITED STATES OFFICE OF EDUCATION—*Some Principles of Consumer Education at the Secondary School Level.* Pamphlet No. 94. Washington, D. C.: Superintendent of Documents. 1942. 42 p. Paper covers. 10 cents.
- UNITED STATES TREASURY DEPARTMENT AND UNITED STATES OFFICE OF EDUCATION—*Sharing America. A Defense Savings Program for Schools.* Washington, D. C.: Education Division, Defense Savings Staff, United States Treasury Department. 1942. 8 p. Paper covers. Free.
- VENTURA COUNTY SCHOOLS—*Early Adolescent Interests in Movie Attendance, Radio Listening, and Reading.* Ventura, California: County Schools. 1941. 25 p. Mimeographed. 25 cents.
- WOOD, HUGH B.—*Price Lists of Inexpensive Teaching Materials.* Bulletin 24, Revised. Eugene, Oregon: University Cooperative Store. 1942. Mimeographed. 25 cents.

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CURRICULUM BULLETINS

COLLINS, ELEANOR FREEMAN—*The Americas. A Unit of Work for Grades 7-8*. Redwood City, California: San Mateo County Schools. 1942. 48 p. Mimeographed. \$1.25.

FRESNO PUBLIC SCHOOLS PUBLICATIONS. Fresno, California: Public Schools. 1941. Mimeographed.

Tentative Program in Arithmetic. Grades 1-6. 21 p. 25 cents.

Course of Study for Art in the Secondary Schools. 55 p. 55 cents.

Course of Study in Industrial Education for the Secondary Schools. 87 p. 75 cents.

Science. Grade 1. Gardening, 8 p., 10 cents; Circus and Zoo Animals, 7 p., 10 cents; Pets, 16 p., 20 cents.

Tentative General Music Program for the Junior High School Level. 65 p. 55 cents.

Tentative Program in Mathematics for Grades 7 and 8. 7 p. 10 cents.

KRAABEL, THELMA A.; LIND, T. A.; AND STEWART, ELSIE L.—*The State of Washington*. Course of Study in Social Studies. Grade 9. Tacoma, Washington: Public Schools. 1941. 54 p. Mimeographed. No price given.

LOS ANGELES COUNTY SCHOOLS—*Chemical Warfare Defense*. Los Angeles, California: County Schools, 808 N. Spring Street. 1942. 53 p. Mimeographed. 10 cents.

OREGON, UNIVERSITY OF—*Curriculum Bulletins*. Eugene, Oregon: University Cooperative Store. Mimeographed.

No. 51: *Curriculum Improvement in Washington*. Proceedings, Inland Empire Curriculum Society. 1941. 39 p. 50 cents.

No. 52: *An Evaluation of the Curriculum and Instruction in an Elementary School*. 1941. 45 p. 50 cents.

No. 53: *Romano-Italian Culture and Civilization*, by H. P. Backus. 1942. 35 p. 50 cents.

No. 54: *A Test of Creative Writing Aptitude and Ability*, by Elinor Hatch. 1942. 7 p. 20 cents.

No. 55: *Evaluating the Effectiveness of Oral English*, by Kenneth Larson. 1942. 7 p. 35 cents.

PALM, R. R.—*War Policies for American Schools*. Los Angeles, California: County Schools, 808 N. Spring Street. 1942. 13 p. Mimeographed. 10 cents.

PLACER COUNTY SCHOOLS—*Teacher's Handbook and Course of Study*. Auburn, California: Placer County Schools. 1941. 90 p. Paper covers. Free for postage.

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